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ABSTRACT

Intended for public and school librarians, teachers and other school personnel, and community groups working with children to promote an interest in reading, this book contains planning suggestions and activities for developing a reading program around the theme of Merlin the magician and Arthurian legend. The first portion of the book focuses on planning and organizing the thematic program and includes guidelines for defining the theme, publicizing the program, and creating decorations for the theme. The major portion of the book discusses various aspects of the theme and describes actual reading related activities for use with children. The separate chapters discuss Merlin and Arthur, the Middle Ages, castles, dragons and other mythical creatures, and magic tricks and potions. At the end of each chapter is an extensive annotated bibliography of books, with the appropriate grade range given for each. The book concludes with a list of additional resources, including films and sound recordings. (HTH)

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Merlin's Magic:

A Reading Activities Idea Book for Use with Children

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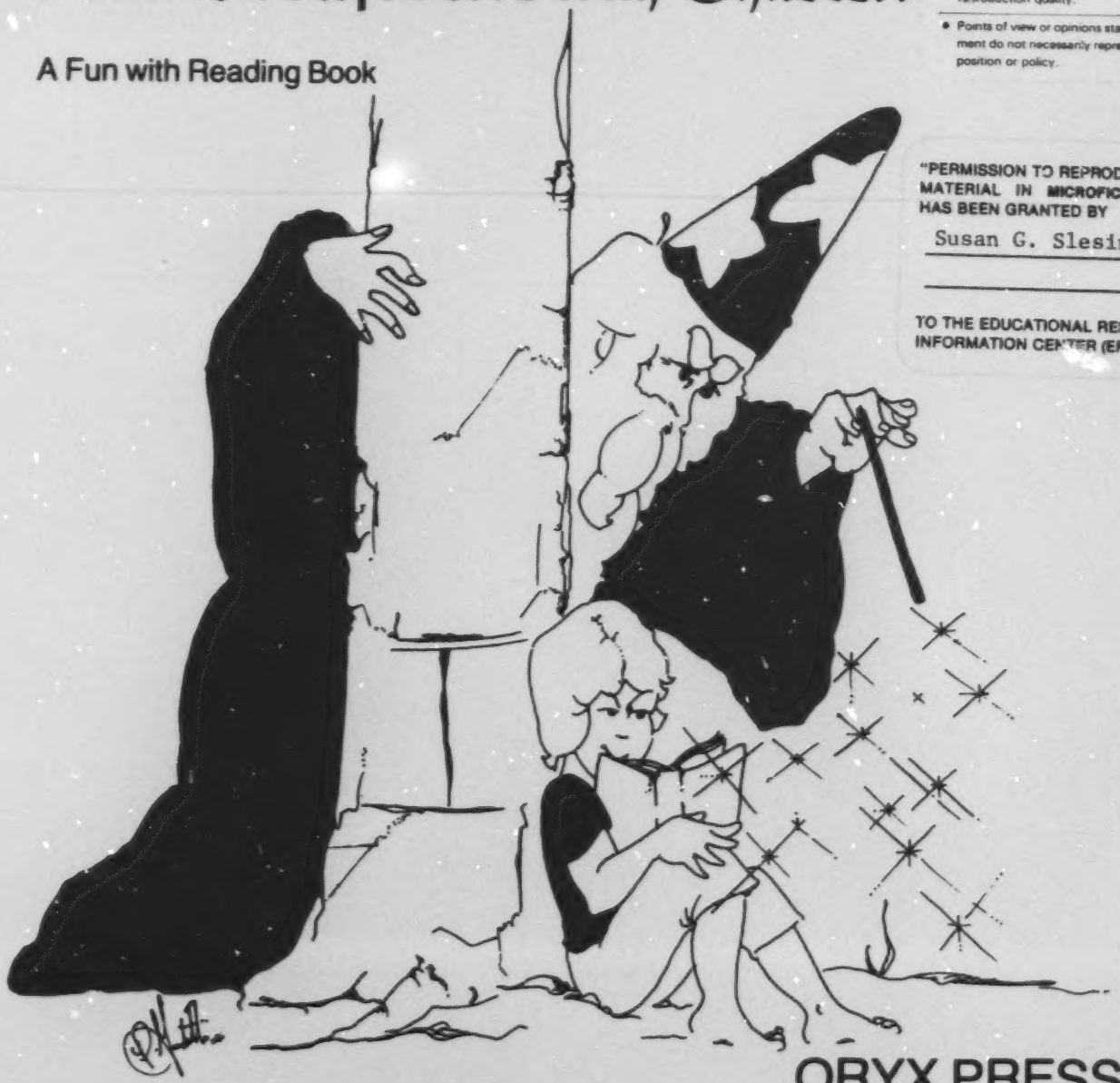
A Fun with Reading Book



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Merlin's Magic:

A Reading Activities Idea Book for Use with Children

A Fun with Reading Book

Edited by
Carol H. Thomas

ORYX PRESS
1984

The rare Arabian Oryx is believed to have inspired the myth of the unicorn. This desert antelope became virtually extinct in the early 1960s. At that time several groups of international conservationists arranged to have 9 animals sent to the Phoenix Zoo to be the nucleus of a captive breeding herd. Today the Oryx population is over 400 and herds have been returned to reserves in Israel, Jordan, and Oman.

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Series Editor's Message

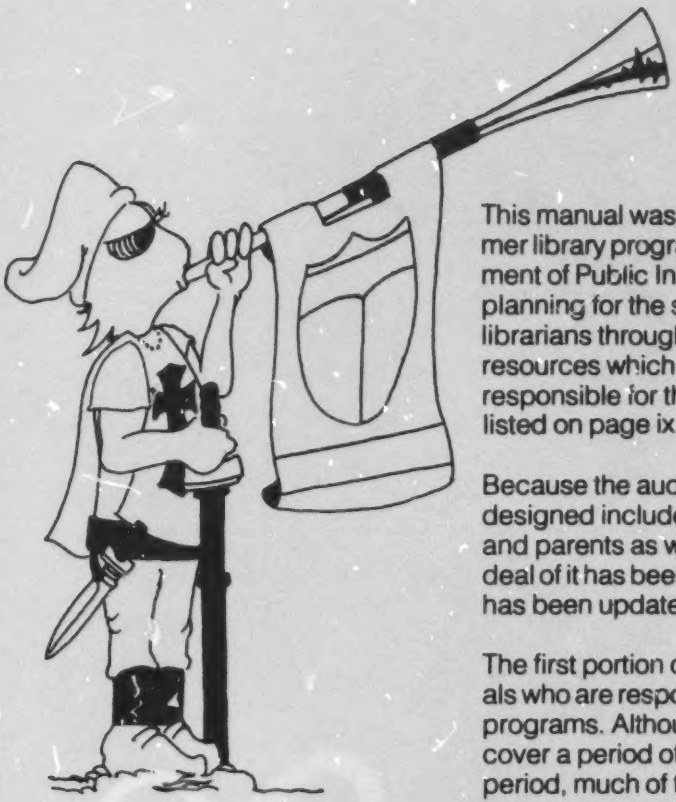
The "Fun with Reading" series has been developed as a resource for those individuals who work with children and desire to promote an interest in reading. Such individuals include public and school librarians as well as teachers and other school personnel. In addition, many others in the community occasionally have the responsibility of planning singular activities or even large-scale programs that are of interest to children.

Each manual in this series is authored by a different individual or group of individuals in order to provide the greatest variety of resources and ideas. Each text encompasses a specific theme of interest to children and includes such topics as ideas for planning reading programs, recruiting volunteers, publicizing the program, and using decorations and craft ideas to emphasize the theme of the program. The greatest portion of each manual, however, is devoted to describing numerous ideas for events, projects, and activities which involve reading. An extensive bibliography that includes print and nonprint materials relating to the theme is also included. The "Fun with Reading" books are based on programs that were developed to stimulate interest in reading among children during the summer months. The various activities described in each manual have been part of actual programs which have proven to be successful. These manuals are intended to provide the organizational details of program planning, specific activities to be used with children, and resources for additional materials.

It is hoped that the user will be inspired by the diversity of resources to be found between the pages of these manuals; inspired enough to try many of the suggested activities as they appear, adapt others to fit the needs of a particular setting or group of children, and create additional ones to help carry out specific goals. These manuals are only a resource, a tool. It is the user who serves as the catalyst, helping children to discover that it is indeed possible to have *fun with reading.*

Carol H. Thomas
Series Editor

Introduction



This manual was developed from materials generated by the summer library program of the Division for Library Service of the Department of Public Instruction for the State of Wisconsin. Once the initial planning for the statewide program had been completed, various librarians throughout Wisconsin contributed the many ideas and resources which comprise much of this manual. These individuals responsible for the original material used in this manuscript are listed on page ix.

Because the audience for whom the "Fun with Reading" series is designed includes not only librarians, but teachers, club leaders, and parents as well, original work has been broadened and a great deal of it has been reorganized. In addition, the original bibliography has been updated to include new references.

The first portion of this manual is devoted to helping those individuals who are responsible for planning and organizing reading-related programs. Although it is directed more toward programs that would cover a period of weeks rather than, for example, a single activity period, much of the introductory material might prove useful for anyone new to children's programing. Topics covered include: "Defining the Theme," "Promoting the Program," and "Creating Decorations for the Theme."

"Defining the Theme" discusses the various interpretations of *Merlin's Magic* that might be made in the process of creating a reading activities program. Such interpretations would, no doubt, influence all other aspects of the program such as selection of print resources to be used with activities as well as development of artwork to be used for publicity and theme-related crafts. "Promoting the Program" offers a number of suggestions for using the various theme interpretations in order to publicize the program, either as a whole or as upcoming activity sessions. "Creating Decorations for the Theme" provides a sneak preview of how program leaders can emphasize various aspects of the theme through decorations and displays which might serve to motivate and stimulate interest.

Most of the manual discusses various aspects of the theme and describes actual reading-related activities which can be used with children. These separate chapters include: "Merlin and Arthur," "The Middle Ages," "Castles," "Dragons and Other Mythical Creatures," and "Magic Tricks and Potions." At the end of each section is an extensive annotated bibliography of books on that topic which could be used with children. For each book listed, an appropriate grade range is given.

At the end of the manual are additional resources. For those who wish to carry the magic theme a step further, annotated bibliographies are included on "The Magic of Real and Natural Realms" and "Summer Magic." Two additional annotated bibliographies are included: a list of films appropriate for children that relate to the theme and a listing of available sound recordings. The "Answer Section" completes the manual with keys to each of the puzzles found in the activity divisions.

Contributors

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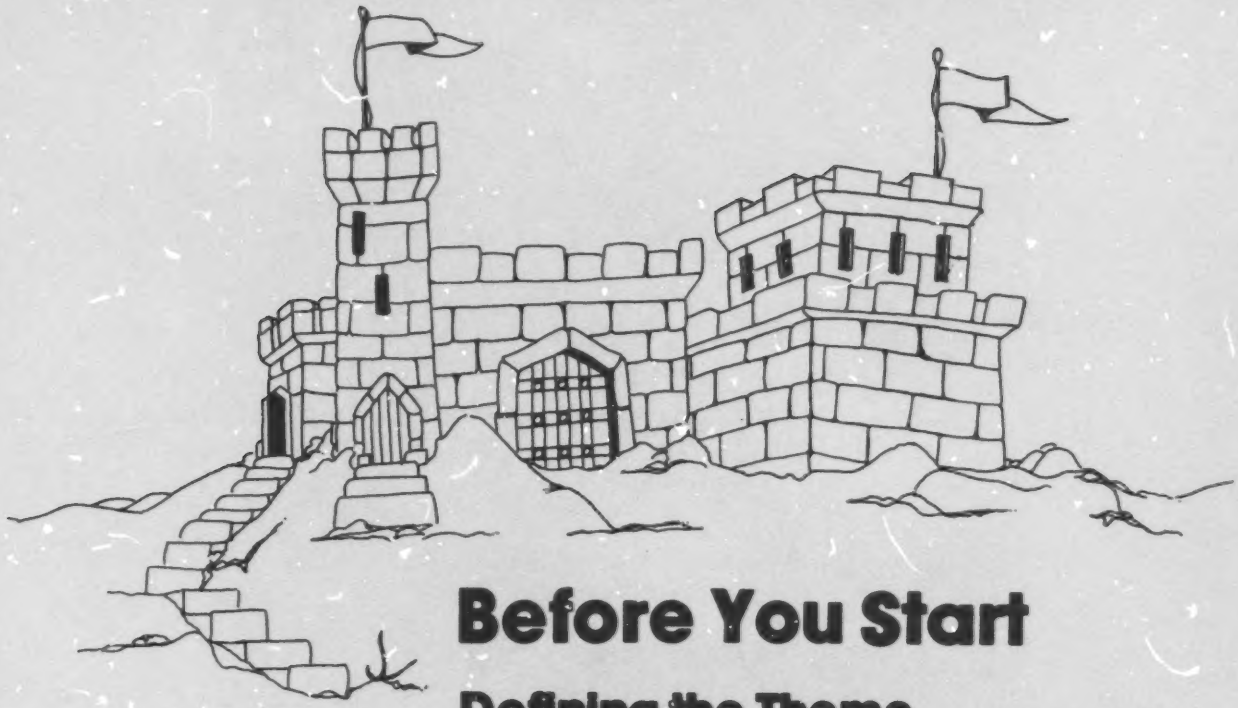


Before You Start

Defining the Theme

The mere mention of Merlin, the Arthurian legends, or the Middle Ages conjures up exciting images of castles, knights in armor, fair damsels, magical spells, and strange creatures. The word "magic" may bring to mind a top hat, wand, cards, and, of course, a rabbit. Put these together and you have the ingredients for an almost limitless supply of possibilities for activities and programs which involve reading. As can be seen by the lengthy bibliography at the end of each program section in this book, these have been popular topics of writers. A wealth of literature—fiction and nonfiction—is available as well as films and sound recordings.

The theme "Merlin's Magic" lends itself to a variety of interpretations. How this theme is interpreted will influence the selection of books and other resources around which programs or activities will be designed. Such an interpretation will also be the focal point for any artwork used both in publicizing activities and in decorating for a particular program. One of 2 basic themes could be followed: (1) the Middle Ages world of King Arthur and Merlin or (2) magic and fantasy. The latter could involve not only an emphasis on folk and fairy tales dealing with mysterious happenings, but also on the performing of magic and the magic of the world around us as it unfolds in nature, the stars, outer space, and through scientific experiments. Throughout this manual, there will be many suggestions and specific resources which will assist in carrying out whichever interpretation you take for *Merlin's Magic*.

In developing an individual version of the theme, it is necessary to emphasize the importance of imagination in magic of any type, and especially in reading. Books are magic, in and of themselves, because the reader can become a character in a certain place and

time through imagination. The translation of printed words into mind pictures is truly magic of the highest order, and everyone who reads is a magician!

Promoting the Program

How much and what type of publicity is needed for a program depends to a great extent on the audience for whom the program is intended. A class project or one or 2 meetings of a club or organization would require little formal publicity since members would be few and attendance controlled. For those individuals such as children's librarians, however, who are planning a lengthy program encompassing several sessions and who wish to draw children from the community as active participants, publicity becomes a necessity. Included on the next few pages are a variety of ideas to help publicize both the large reading program aimed at bringing in as many children as possible as well as reading-oriented programs on a much smaller scale. Because even a club or organization with limited participation occasionally needs to announce a special event or make the public aware of its activities, these ideas should prove helpful.

One of the most effective ways to publicize any program that is available to school-age children is through the schools, either by sending printed material to be distributed or by visiting individual schools. If you opt for school visits, the first step is to call each school principal to schedule the visits and determine the school enrollment so that enough handouts can be obtained. A short promotional can then be planned. For example, you could dress as a medieval page and carry a "Proclamation" to every elementary classroom. Shouts of "Hear Ye, Hear Ye" would add a touch of authenticity. Many variety stores sell long plastic trumpets that could be painted gold and carried to enhance the page costume.

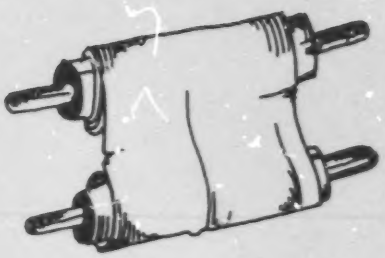
Other forms of "dress-up" are also effective for such visits. As a "magician," you might use a crystal ball to predict what fun the children who attend the events being publicized will have. Another "trick" might be to pull small, paper rabbits that have information on them concerning the reading program from a hat. Or dress as one of the beautiful but evil Orkney witches: Morgan le Fay, Morgause, or Merlin's own Nimue. Pass out bookmarks that describe the program or event.

Whatever form the presentation takes, be careful not to exceed 5 or 10 minutes. Aim the presentations and handouts at the appropriate grade level. The handouts could have a clever logo on them that reinforces the theme. They could also explain the reading program and provide dates and details of events already planned. Longer and more detailed descriptions of the

reading program could be left with the school librarian along with posters or other decorative publicity.

If visits to each classroom are not possible, arrange to have several grades at a time come to a short program in the school media center. Introduce the theme by conducting a short book talk. Or, to reach a much larger audience, a school visit might also be videotaped and cablecast over the local access cable channel.

If school visits are not feasible, duplicate a large number of bookmarks that give details of the reading program and ask school personnel to make them available to the students. An excellent way of providing information regarding summer reading programs at local public libraries is to have a smaller flyer placed in each child's report card.



Many local radio stations will broadcast public service announcements. Call your local station to see if this is a possibility.

Most newspapers have a section on community happenings. Spread the word about your "happening" by notifying the newspaper of all the details well in advance. If it is to be a very special event, you might request that someone from the newspaper come to take pictures.

Flyers placed on bulletin boards in supermarkets and other public places are another good source of publicity. Flyers should also be left at facilities where interested persons are likely to see them, such as day care centers and libraries. If your program is to be communitywide in scope, select certain neighborhoods or areas for flyers to be distributed door to door by volunteers. Strategically placed posters will also call attention to your program or special event.

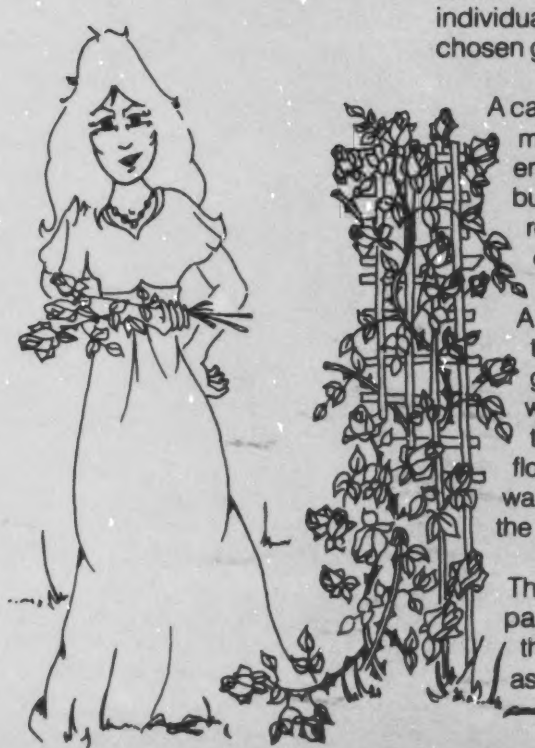
If your budget allows, flyers could be mailed to persons who would be likely to be interested in the type of program you are offering. This would, of course, necessitate compiling a mailing list.

When planning for your publicity, you must give careful consideration to the overall direction that your reading program will take. Publicity statements often contain not only the "what," "where," and "when" of an event but also reflect the "why" as well. An element deeply embedded in many reading programs is competition among individual participants: who can read the most books, who can read more books than they read last time, etc. An alternative to this idea is to plan a joust/tournament type of competition among schools, clubs, or groups participating for the greatest number of books read. At the end of the program, the group having the most books read by its students would receive an award. Such a promotion shifts competition emphasis away from the individual while still encouraging reading and library use with a specific goal in mind.

The challenge would have to be publicized early among the groups and each child's affiliation (school, club, etc.) noted when s/he registers for the program. Volunteers recording the number of books read by each individual would also need to keep a daily tally sheet of the number of books read by each organization participating. A thermometer-type graph could be used to show each group's progress. What the grand prize would be is up to the financial state and philosophy of the individuals conducting the particular program. Perhaps a filmstrip/book kit or several books written on different reading levels and dealing with the program's theme could be awarded to the winning organization. Or a felt banner could be made to decorate the library or main hallway in the winning school or classroom or club room indicating that its members were "Reading Tournament Champs." To provide continuity from one year to the next, consider awarding a traveling trophy.

Creating Decorations for the Theme

While ideas for decorations and arts and crafts projects which would become part of a display are described within each activity section, some general suggestions are presented here for decorating a particular room or a library with theme-related materials. Some of the ideas mentioned here are simply intended to be visually attractive and to heighten interest in the upcoming program. Others serve the additional purpose of graphically demonstrating the progress of individual children or groups toward some prescribed or self-chosen goal.



A castle would be a natural highlight of this theme. If space permits, a castle-building party could be planned. A box big enough for a child to sit in and read would be the base. Other building pieces needed are assorted boxes, oatmeal and round potato chip containers, and aluminum foil-covered cones for the spires.

A castle built brick by brick with the names of books read by the children is an excellent way to chart the group's progress. The "castle" could be a plain cardboard box to start with, and the children could then paste on a "brick" each time they finish a book. If you don't have room for a box on the floor or on a table, a castle drawn on paper could be hung on a wall and small "bricks" could be added for each child who joins the program or for each book that is read.

The Merlin character himself offers many ideas for decorations, particularly those that also indicate reading advancement. If there is a large vacant wall in your room, make a "growing Merlin" as a measure of the total number of books read collectively

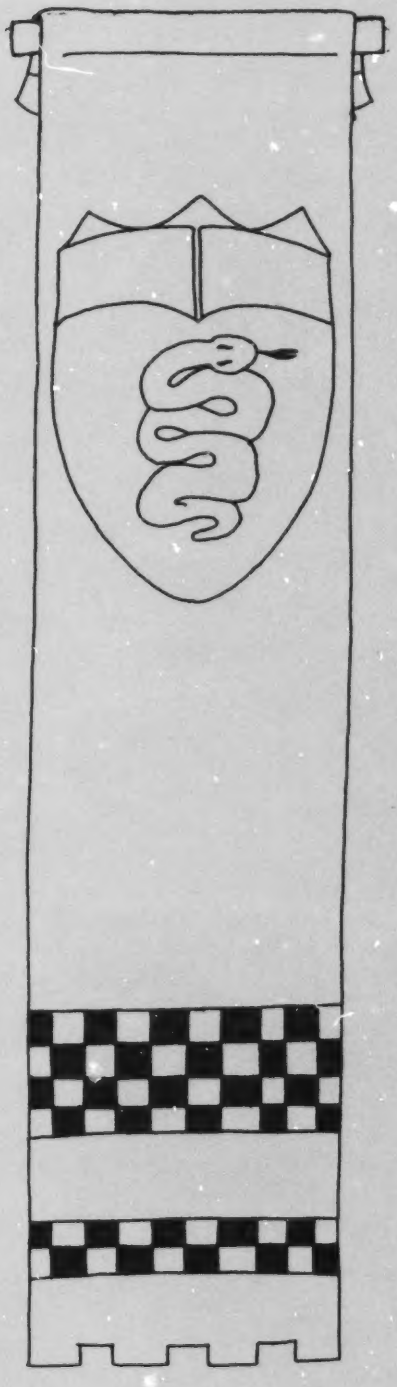
by all participants. Locate a cardboard box large enough to hold a roll of brown paper or white butcher paper. On the outside of the box (using some of the butcher paper or poster board of the same color) draw the bottom portion of Merlin's robe with his feet sticking out at the bottom. Attach this to the front of the box. On the top portion of the roll of paper, draw the head and arms of Merlin and attach this to the wall above the box with the remainder of the roll of paper still attached and resting in the box. A designated length of the paper roll will indicate a certain number of books read (each foot may represent 50 books read). As the number of books read increases by the designated amount, move Merlin higher up the wall. Merlin will grow taller and taller and may even end up partially stretched arross the ceiling! The "thermometer principle" of this type of decoration could also be used with a nonsexist Jeanie/Genie coming out of a bottle or lamp, or a "magic reading tree." Another variation is to start out with a tall Merlin and add stars to his robe to represent books read.

Merlin can be used in other ways to chart the children's progress. Put a Merlin figure on the wall. Then tack up a star near his wand for each book read. Hopefully, the stars will fill the wall and ceiling. Or, create a life-size Merlin. Use a dressmaker's stand as a base and dress it in black robes so it is completely covered. The head can be made by carving a plastic wig stand and painting it appropriately. Make a beard from cotton and decorate the robes with stars; each child places a star on for each book read and a large one for completing the program.

Walls and bulletin boards can also be decorated in many ways. Have a "Jester's Joke Board" with new jokes put up on the bulletin board each week. Another idea is to use a bulletin board to place a wizard with a wand waving it over a treasure chest. Have special books spilling from the chest. There could be another wizard standing at one side of the bulletin board with a mirror for the face so when a child looked in it, s/he would see him/herself.

How about using a bulletin board to create a part of Merlin's world? You'll need butcher paper, construction paper, chalk, paints, crayons, clay, or whatever materials are available. You can include Merlin's cave, King Arthur's castle, the forest and village (which are near the castle), and even the lake or pond nearby. Have paper, crayons, chalks, paints, clay, and scissors available and let the children draw or create the creatures and characters that they imagine would live in that world (deer, dragons, knights, maidens, queens, farmers, etc.) and affix their creations to the scene. The scene can be as large or small as your bulletin board or wall.

Design a mural by drawing a story and letting the children color it in. Or use an "enchanted forest" theme and let the children add their own creatures to a scene. Another idea is to have the children make



swords from cardboard and foil. Each child's name could be put on the handle of the sword. These could then be hung on the walls or on a bulletin board for display.

An ordinary classroom or library can be turned into a Middle Ages location using such decorations as makeshift props, banners, and cardboard figures as well. For example, if you have a round table and some chairs, cover the backs of the chairs with cardboard and create King Arthur's Round Table. A canopy or arches overhead might help the illusion. Or make banners to decorate the room. Cut fabric to desired size (use felt, burlap, sheeting, etc.). If your banners will hang on dowels or rods, be sure to allow room at the top for folding and stitching. The children can create their own designs or designs can be taken from books. Enlarge the designs by using an opaque projector and projecting the design onto the fabric, then trace the design. How the banner is to be finished depends on the ability and the age of the group you are working with. Fabric crayons or felt tip markers may be used to color the design. Older children may wish to cut out portions of the design from felt or other materials and glue them into place. Designs could also be embroidered with floss or yarn. When finished, the end of the banner could be fringed or tassles sewn on.

Cardboard puppets of a king, queen, wizard, knight, dragon, etc., that a child could stand behind and stick his/her head through could be available. Parents could be encouraged to come in and take their children's pictures.

Make large cardboard trolls, elves, and wizards to be placed around the room.

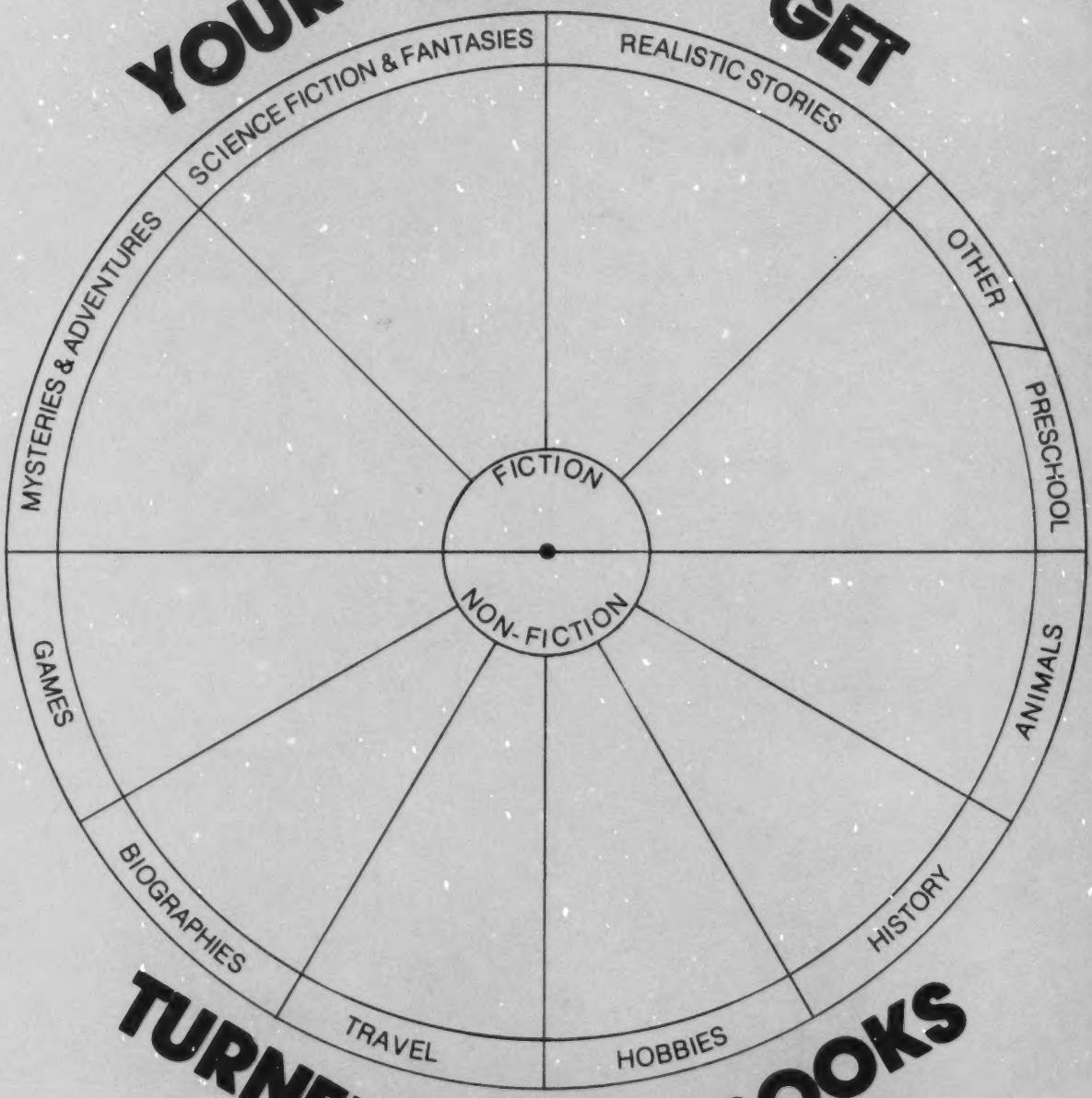
Consider this alternative to the reading record folder in which individual titles are entered as a child reports them. Reproduce this form and, on its reverse side, the wheel shown on page 8, or an equivalent of your own design. Allow the registrant to apply a gummed symbol of some kind within the appropriate wedge for each book read. In addition to saving time, such a device might encourage children to read a greater variety of titles.

Name _____
Last First

School _____

Grade _____ Phone _____

YOUR WHEELS GET TURNED WITH BOOKS



Spellbinding Program Ideas

Merlin and Arthur

Activities

The Arthurian legends have been the basis for numerous tales, books, short stories, and poems that have been enjoyed by all age groups for many years. The legendary King Arthur, his Queen Guinevere, the Knights of the Round Table, and the mysterious magician Merlin are the principal characters in these tales of fantasy, romance, adventure, and mystery. These characters can provide the basis for a variety of enjoyable reading-related activities.

Have a wizard, complete with cone-shaped hat and crystal ball, conduct a program. The wizard may begin the session by reading riddles or "casting spells" that have been written by the children and placed in a magic golden box. S/he could also perform a magic trick or 2. Marilyn Burns, Linda Allison, and Martha Weston, in *Good Times: Every Kid's Book of Things to Do* (New York: Bantam Books, Inc., 1979. Grades 3–9), have a section on codes which includes making invisible inks. Additional sources which will provide the wizard with material include:

Withers, Carl, comp. *Riddles of Many Lands.* New York: Abelard-Schuman, Ltd., 1956. Out of print.

Wyler, Rose, and Ames, Gerald. *Spooky Tricks.* New York: Harper & Row Publishers, Inc., 1968. Grades K–3.

Make a cone hat for a magician or fair damsel. Here is how to do it: (1) Cut a quarter circle with a 16-inch radius out of tagboard. (2) Draw on stars with red magic marker for the magician's hat. (3) Shape into cone and staple or tape in place to size. (4) Punch holes (if desired) near bottom at sides and attach strings (knot inside).

To make a damsel hat, stick a thin, pastel scarf out of the top of the hat.

Place the names of all of the children into a pointed, decorated wizard's hat. During a prearranged time, draw one name and appoint that person "Wizard of the Day." Present a certificate to the child acknowledging that s/he has been so honored. Naturally, the child gets to wear the wizard's hat for that session.

Start a "Merlin's Book of Spells." Display a large, dusty tome and let each child list in it a magic spell to cure something wrong in the world. Be sure that s/he includes the ingredients.

Make "Merlin's Marvelous Masks." You will need:

newspapers cut into 3-by-12-inch strips
flour and water made into a thin paste
9-inch balloons
poster paints, crayons, pencils, brushes
white and colored paper
a long pan
single-edge razor blades

You will need to work in an area where an inevitable mess will not create problems. Have the children wear old play clothes which can be laundered easily or bring aprons and other protective clothing, such as men's shirts. Soak the cut-up newspaper in glue in the long pan. Blow up the balloons until each is larger than a child's head and tie off. Carefully tack each balloon to a piece of wood or cardboard. Lay on strips of glue-soaked newspaper. Cover the balloon thoroughly, leaving an area at the base large enough for the child to get his/her head through. Allow a few days for the strips to dry and harden on the balloons. At the next meeting, each child can pop the balloon and begin painting and decorating the shell. With the aid of an adult, eye holes and a mouth space can be cut, using a razor blade. After the children paint their masks, put them aside to dry. As part of this project, the children can read about masks and their uses (rituals, dramatics) and those cultures that used them.

Create a "Merlin's Magic Fishing Pond." Write fortunes, clues, or riddles on cardboard fish (attach a small magnet to each fish). With a string, stick, and magnetic sinker, let your youngsters fish for clues to good reading.

Post a different "magic word" or "spell of the day or week" and see if the children can tell you what story it is from.

Construct a "legendary bush." Legend has it that Merlin was enclosed forever in such a bush in the wood Broceliande. Feature a bush in a program, and have children make ornaments from the Arthurian legends and hang them on Merlin's tree.

Merlin's Magic Word Search

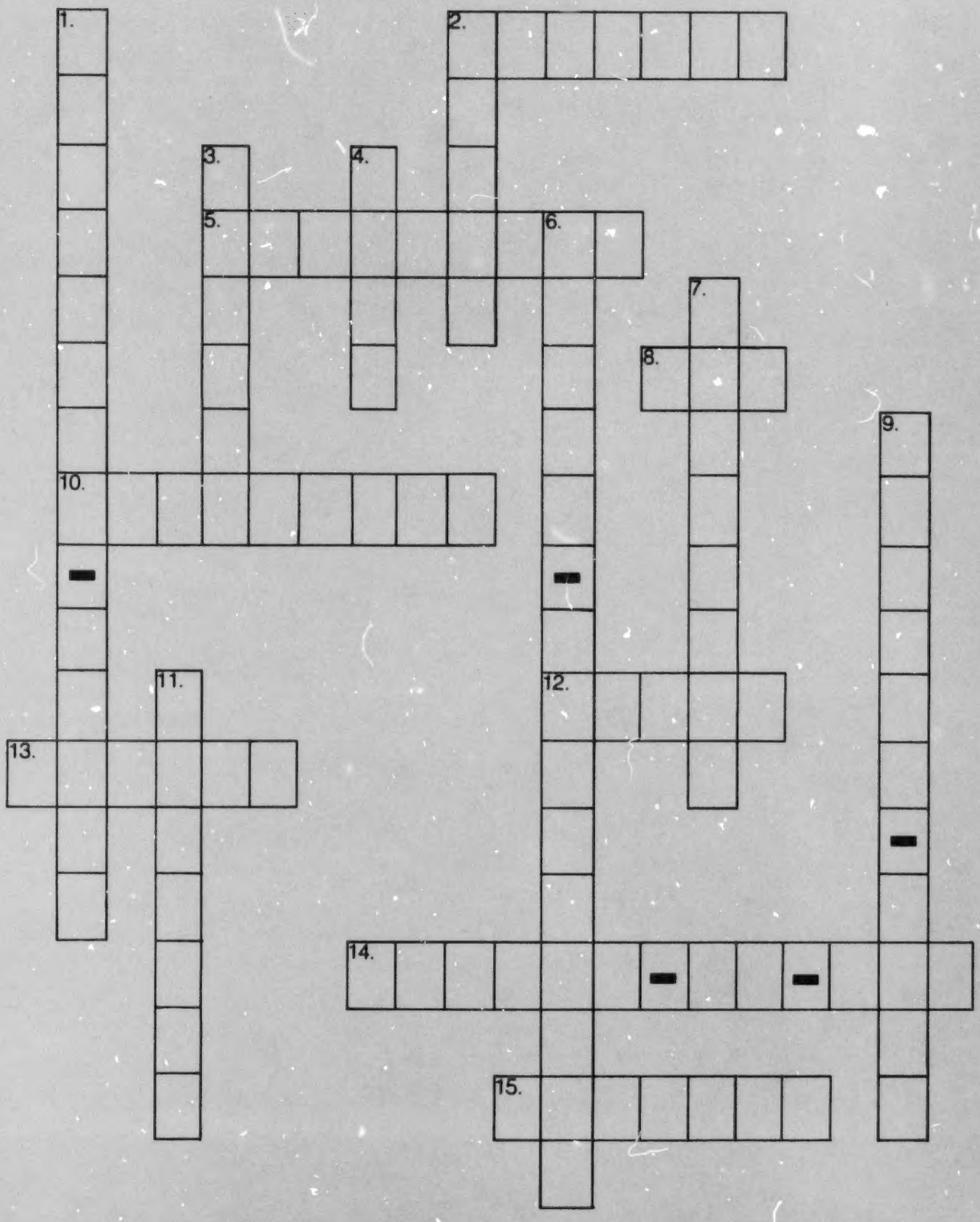
Locate, vertically or horizontally, these words within the puzzle.

ARMOR	MOAT
CASTLE	OWL
CRYSTAL BALL	PAGE
DRAGON	QUEEN
JOUST	ROUND TABLE
KING ARTHUR	STARS
KNIGHT	SWORD
MAGIC	WAND
MERLIN	WISE

A	S	X	F	M	E	R	L	I	N	W
R	W	D	R	A	G	O	N	P	O	A
M	O	S	K	G	Q	U	E	E	N	N
O	R	T	N	I	L	N	B	J	V	D
R	D	W	I	C	K	D	L	O	A	C
K	I	N	G	A	R	T	H	U	R	A
U	L	C	H	S	T	A	R	S	O	S
M	O	A	T	D	F	B	G	T	W	T
C	R	Y	S	T	A	L	B	A	L	L
H	J	K	W	I	S	E	P	A	G	E

Answers on page 81.

King Arthur and the Knights of the Round Table Crossword Puzzle



ACROSS

2. _____, a noble knight of the Round Table, was the son of Lancelot.

5. King Arthur's sword—the sword in the stone—was called _____.

8. Arthur grew up with Sir _____, his foster brother and the son of Arthur's guardian.

10. _____ was married to King Arthur.

12. Sir _____ was Arthur's guardian when he was growing up.

13. One of the bravest of Arthur's knights, Sir _____ was best known for his encounter with the Green Knight.

14. _____ _____ _____, Arthur's sister, was an evil sorceress.

15. One of King Arthur's nephews, _____, eventually caused the downfall of Camelot through his plotting against King Arthur's most noble knight.

DOWN

1. The _____ _____ was a strange and wonderful creature for whom Sir Pellinore was always searching.

2. The Holy _____ was believed to be the cup used at the Last Supper. Many knights sought this precious object.

3. _____ was the famous magician, or wizard, of King Arthur's court who lived backwards in time.

4. The nickname given to Arthur by his friend, a wizard, when he was just a young boy was _____.

6. Arthur's father was called _____ _____.

7. Sir _____ was known as the noblest of King Arthur's knights. His love for the Queen eventually led to the destruction of Arthur's kingdom.

9. _____ _____ was the name of the castle to which the Queen was taken to prevent her from being burned to death.

11. The name of the kingdom which King Arthur ruled was _____.

Answers on page 81.

Knightly Adventures

Unscramble the letters below to make words about knights.

1. SSECATL _____
2. EICSSRNP _____
3. ARDNGO _____
4. EALSMD _____
5. ORCSREER _____
6. OATM _____
7. MRORA _____
8. ELSLP _____
9. HLIDES _____
10. DOWSR _____
11. GKNI _____
12. SGTNKIH _____
13. SOCRSWBO _____

Mixed-Up Places, People, and Things from "King Arthur"

Unscramble the letters to make words related to King Arthur.

1. CLETANLO _____
2. URHTRA _____
3. RISMTRAT _____
4. RELNIM _____
5. NADINAD _____
6. GARNMO EL YAF _____
7. CLOTAME _____
8. VEEGINURE _____
9. AWAGIN _____
10. HAGADAL _____
11. YHOLLIGRA _____
12. NIREGIA _____
13. YADL FO HET KEAL _____
14. LEINLORPE _____
15. EDRROMD _____
16. NIVIEV _____
17. CULAN _____
18. DEVIERBE _____
19. ACLIBUERX _____
20. TOREC _____
21. BLISSUARY _____
22. DONUR LETAB _____
23. HERUT _____
24. NOYNEAB _____
25. REAGISH _____
26. TREGAH _____

Answers on page 32.

Wizardly Words

F L Y I N G C A R P E T S T A T E Y B
L W O R K E R L I K E A I I T S R O R
E E A M U L E T E K L B E S E E O U O
T E A I D I D E O T B Q E Y C E L K W
S K T D O N S O I O E W O R K O E I N
E S O S R C L Q H A C I O N E W M T I
W O N U E A E X I T I S E C Y E T E E
S R O M C N A M E R L I N O R E D H E
D E R M N T T A X T H S O M E T P T O
O V T E A A S G D S A A A E S S O R F
S E H R M T O I E E T I X E X I T O L
L N X O O I L C M V D A H B A D I N A
L E T G R O W O O D S C T O A D O D D
E L A N C N E R N X T O L A T E N O N
P I X I E L M E S I O T R O L L S E A
S E E K N D N A W I Z A R D O G S S G

Locate, vertically, horizontally, or diagonally, these words within the puzzle.

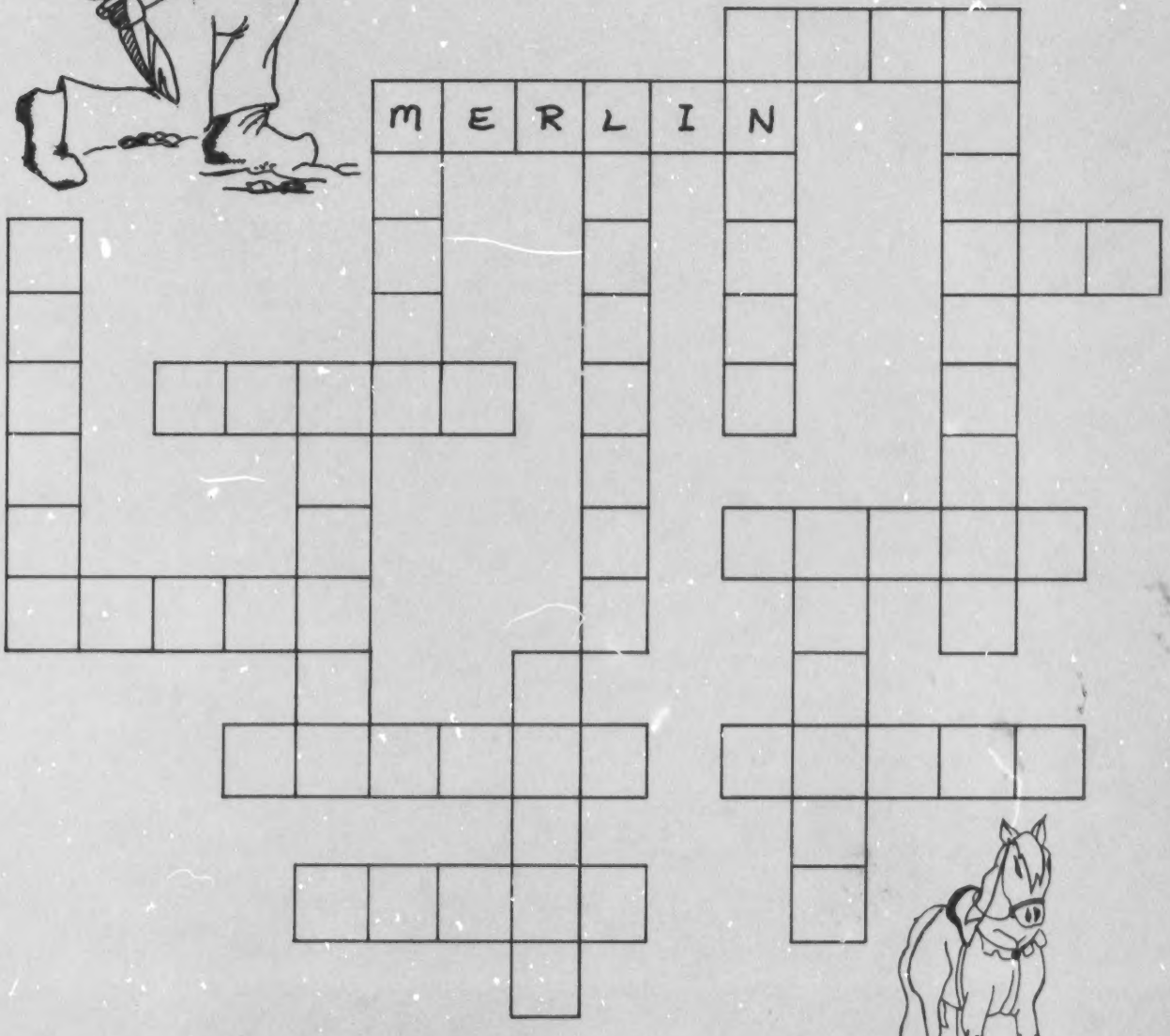
AMULET
BROWNIE
DEMONS
FLYING CARPETS
GANDALF
HOBBIT
INCANTATION
MAGIC
MERLIN
MERMAID
MIDSUMMER
NECROMANCER
PIXIE
POTIONS
SORCERY
SPELLS
TROLLS
WAND
WITCHES
WIZARD

Answers on page 82.

Merlin's Word Game

Fit the words listed below into the empty squares. Start with those attached to Merlin.

DRAGON	FUTURE	KNIGHT	NOW
GUINEVERE	MAGIC	SWORD	EARTH
LANCELOT	SPACE	ROUND	WIZARD
KING	ARTHUR	TABLE	STONE



Answers on page 83.

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Traces the Arthur of fiction from the Middle Ages to the present; also tells the historical and archaeological facts of all that is known about the king.

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Presents a thorough study of Stonehenge from the story of Merlin's involvement in bringing the stones to England to its depiction in art, its construction, and its present study in archaeology.

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Tells the story of a blundering sorcerer in search of an elusive unicorn. *School Library Journal*, January 1982, p. 60.

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Presents Arthur as an historical personage, quite different from the familiar hero of the legends. The narrative flows in a way that is as compelling as the romances.

Cooper, Susan. *Over Sea, Under Stone*. New York: Harcourt Brace Jovanovich, Inc., 1965. Grades 4–6.
Introduces the 3 Drew children—Barney, Jane, and Simon—who find themselves in the struggle of good against evil when they go on a quest for the Grail in this fantasy. This is the first in the 5-part *Dark Is Rising* sequence. The struggle is continued in *The Dark Is Rising* (1973), *Greenwitch* (1974), *The Grey King* (1975), and *Silver on the Tree* (1977).

Davies, Olwen Bowen. *Tales from the Mabinogion*. New York: Vanguard Press, Inc., 1967. Grades 4–8.
Offers a collection of Welsh tales, some of which are the basis for the stories of King Arthur. Stories of knights from France and Ireland are also found here.

Flora, James. *Wanda and the Bumbly Wizard*. New York: Atheneum Publishers, 1980. Grades preschool–4.
Relates how Wanda rescues a wizard whose magic is a bit unreliable (he admits to playing hooky in wizard school), but they still manage to outwit a ravaging giant and save the castle. *Booklist*, March 15, 1980, p. 1055.

Gag, Wanda. *The Sorcerer's Apprentice*. New York: Coward, McCann & Geoghegan, Inc., 1979. Grades K–3.
Tells how an evil sorcerer is outwitted by his assistant when he learns the secret spells and magic. A well-known and popular story in many versions.

Haar, Jaap Ter. *King Arthur*. New York: Crane, Russak & Co., Inc., 1973. Out of print. Grades 4–8.
Shows a man of his time, struggling to create and hold a kingdom and to bring light into the lives of his people.

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Skillfully weaves the fact and legend of King Arthur. The many illustrations reflect the history and the art of Arthurian romance through the years.

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Describes how, by gallant deeds and romantic intrigue, Sir Ywain wins, loses, and finally regains the love of the proud, beautiful Lady Laudine.

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Relates how Gawain is saved from his death by the power of a magical sash. A tale of bravery and magic with some "gruesome details."

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Details the story of Perceval's gallant adventures and blunders as he sets forth on his quest so that he can become one of Arthur's knights.

Hodges, Margaret. *Knight Prisoner: The Tale of Sir Thomas Malory and His King Arthur*. New York: Farrar, Straus & Giroux, Inc., 1976. Grades 7–9.
Presents a fictional biography of the reteller of the Arthurian legends we know today. The author relates Malory's experience as a prisoner and as creator of the vivid personalities of Arthur, Guinevere, and others.

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Describes Caprona, a city state in Italy where "magic is as normal as mathematics." When it is threatened by war, it is up to the 2 families of spellmakers to save the city from destruction. But first they must stop a long-standing feud and combine their forces to overcome an unknown enchanter. Mystery combined with entirely believable fantasy, action, and humor.

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Presents stories in a large-type edition, complete and unabridged.

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Tells the story of Melric, a court magician, who is about to lose his job unless he can find the thief of the palace pets. He engages the help of Guz, the wizard, to outwit Sondral, the evil sorcerer.

Newman, Robert. *Merlin's Mistake*. New York: Atheneum Publishers, 1970. Out of print. Grades 5–8.
Describes how Brian, a boy of medieval England, goes on a quest with Tertius, a boy taught by Merlin. But Merlin has taught Tertius only future knowledge, such as computer circuits, and the knowledge leads them into some very strange adventures.

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Presents a collection of poems on the magical aspects of nature and animals. Ballads and shorter verses. Fine black-and-white illustrations in a picture book format.

Nye, Robert. *Taliesin*. New York: Hill and Wang, Inc., 1966. Out of print. Grades 5–6.
Retelling one of the Welsh stories in the "Mabinogion."

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Uses many sources to present 27 different stories from the Arthurian cycle. This book is a less cumbersome alternative to earlier editions, since a variety of tales are presented.

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Describes the quest of Arthur and his knights for the Holy Grail, the cup used at the Last Supper. This is the second book of Sutcliff's Arthurian series. *Bulletin of the Center for Children's Books*, September 1980, p. 23.

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Describes Arthur's last years in Camelot with Queen Guinevere, Lancelot, and Mordred. This is the third and concluding volume of Sutcliff's Arthurian series. *Booklist*, February 1, 1983, p. 727.

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Follows the fortunes of Arthur from his conception to the summer of the Round Table. This is the first book in Sutcliff's Arthurian series. The series is a good introduction to Malory for younger readers. *School Librarian*, June 1981, p. 155.

The Middle Ages

The Middle Ages were a colorful period of history. Many of our sports, games, and arts and crafts originated from that era; many wonderful legends, folk tales, and poems resulted from it as well. Ideas for both large and small programs based on a Middle Ages theme are almost limitless. Try some of these.

Activities

Devote certain weeks of a program or entire programs to a look at particular groups of people from the Middle Ages. During "Kings and Queens Week," have a mad hatters presentation of the *500 Hats of Bartholomew Cubbins* by Theodor Seuss Geisel (New York: Vanguard Press, Inc., 1938. Out of print. Grades K–3) and a crown-making workshop.

For "Princes and Princesses Week," make royal jewelry from play dough and jewels from old jewelry. Have children act out the story "Princess and the Pea" with puppets. There could also be a reading of the story "The Frog Prince" with an origami workshop to make frogs that hop.

"Knights and Ladies Week" might be filled with demonstrations of activities such as needlework, fencing, and the making of armor. The demonstrations could be set up as workshops, allowing interested children to actually participate. For example, simple designs could be drawn onto small squares of needlepoint canvas on plastic mesh. By making small amounts of various colored yarns available, the children could complete their designs and take them home. Shields, helmets, and swords could be made in the armor and fencing workshops, following the directions found in the *Great Big Box Book* by Flo Ann Hedley Nowell (New York: Thomas Y. Crowell Co., 1979. Out of print. Grades 2–4).

"Jesters, Jokes, and Clowns Week" might be celebrated with a clown make-up workshop, a clown contest, and a juggling demonstration. Make a jester's hat as described in Joy Wilt's *The Great Pretenders* (Waco, TX: Creative Resources, 1977. Out of print. Grades 3–6). To make:

(1) Cut bottom out of a paper bag. (2) Fold up bottom of remaining bag 2 inches. (3) Cut petal shapes on upper bag. (4) Glue cotton balls on inside tips of petals. (5) Adjust to size with stapler if necessary.

Have children develop their own coat of arms with help from *Heraldry: The Story of Armorial Bearings* by Walter Buehr (New York: G. P. Putnam's Sons, 1964. Out of print. Grades 5–7). Simple designs could be made into crayon transfers for T-shirts. Have a contest to design a coat of arms for the school, library, or club.

Reinhold Co., 1972. Out of print. Grades 3–6) and in Henry Pluckrose's *Introducing Crayon Techniques* (New York: Watson-Guptill Publications, Inc., 1967. Out of print. Grades preschool–2).

Make a lute, harp, or other instrument. Directions for a simple banjo which resembles a lute can be found in *Singing Strings* by Larry Kettelkamp (New York: William Morrow & Co., Inc., 1958. Out of print. Grades 4–7). Another source is *Rhythms, Music and Instruments to Make* by John Hawkinson and Martha Faulhaber (Chicago: Albert Whitman & Co., 1970. Grades 3–6).

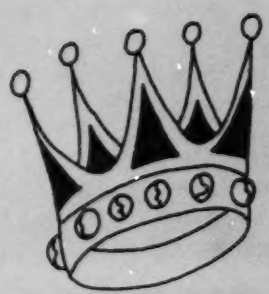
Use one session to explain the medieval custom of the maypole. Details for making a maypole and performing the dance are listed in *A Pumpkin in a Pear Tree* by Ann Cole, et al. (Boston: Little, Brown & Co., 1976. Grades 1–4).

Make stained glass cookies. Medieval castles and cathedrals could inspire some interesting glazes for the stained glass cookies described in *Do a Zoom* by Bernice Chesler (Boston: Little, Brown & Co., 1975. Grades 2–4).

A box of costumes and a mirror can allow the children to use their imaginations and create a royal atmosphere. They could also be used to act out stories. In *Easy Costumes You Don't Have to Sew* by Goldie Taub Chernoff (New York: Four Winds Press, 1975. Grades 3–5), directions are given for making a knight's costume, including a helmet constructed from cardboard milk cartons.

Introduce puppetry—one of the oldest dramatic arts—to the children. One good resource to use is *Punch & Judy*, edited by Lisl Beer (Boston: Bruce Humphries Publishers, 1962. Grades 3–6).

Hold a Renaissance fair. Include such colorful aspects from the courtly era as clown makeup, juggling, strolling singers, primitive water-dunking machines, candle making, leather working, calligraphy, woodworking, wandering beggars, unique foods, and theatrical performances. Popular activities of the Middle Ages which are still played and could be included are blind man's bluff, chess, backgammon, top spinning, apple bobbing, and puppet shows.



Play "The Magic Crown." This clever game, in which a knight rescues a captive princess, can be found in Juel Krisvoy's *New Games to Play* (Chicago: Follett Publishing Co., 1968. Out of print. Grades preschool–1).

Have a "King and Queen for a Day" program. All of the children who come can wear a crown and/or button proclaiming that this is their day. Discuss how kings and queens treat their subjects in order to have a happy kingdom.

Add color to your programs with stained glass windows. Various ways of producing the stained glass effect—without glass—are

Search out interesting etched surfaces, such as those found on coins, and make rubbings. Project ideas can be found in Michael Kingsley Skinner's *How to Make Rubbings* (New York: Van Nostrand explained in *Singing Windows* by Mary Young (New York: Abingdon Press, 1962. Out of print. Grades 4–7) and in Henry Pluckrose's *Introducing Crayon Techniques* (see page 21). *Singing Windows* also gives a good history of the art and explains some of the stories behind famous cathedral windows.

Emphasize the importance of such Middle Ages activities as sewing and embroidery. After showing pictures of the clothing worn and the tapestries produced in Norman Denny's *The Bayeux Tapestry* (New York: Atheneum Publishers, 1966. Out of print. Grades 5–7), a smaller project such as hemming a handkerchief and embroidering a design or initial will seem well within reach of the children's abilities. Instructions for basic stitches can be found in Carolyn Meyer's *Stitch by Stitch* (New York: Harcourt Brace Jovanovich, Inc., 1970. Out of print. Grades 4–6).

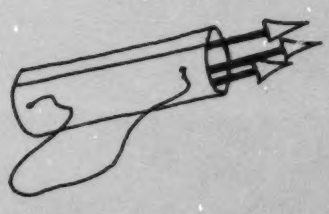
Play leapfrog checkers. This is an updated version of an old game. Detailed instructions can be found in *Fabric Games* by Lynn Mayne (Boston: Houghton Mifflin Co., 1978. Grades 6–10).

Have the children make their own bookmarks with a riddle-and-jester design and duplicate them for handouts.

Play "Courtly Manners." Knights and ladies followed strict forms of etiquette in the Middle Ages. A humorous game can be made out of such formality. Give the players 2 pieces of paper each. On one piece, have them write "What would you do if . . ." and on the other write "You should . . ." Think up a humorous way to complete the 2 sentences. For example, "What would you do if they served liver at lunch?" "You should bring your lunch to school." Then send *one* of the papers to the person on your right and read the funny questions and answers out loud. They might sound like: "What would you do if they served liver at lunch?" "You should place your coat over a mud puddle."

Make birds for an "enchanted forest" using origami. Simple bird instructions are given in *The Magic of Origami* by Alice Gray and Kunihiko Kasahara (Tokyo: Japan Publications, 1977. Grades 3–6).

Invite a physical education instructor who teaches archery to visit your group and present a brief history of this ancient sport. S/he could then show the various pieces of equipment and talk about both the fun and safety features of archery. For a follow-up activity, make a "Robin Hood's Quiver." You will need to:

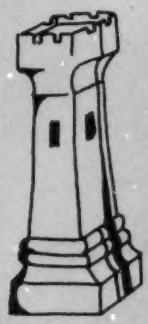


(1) Cover an oatmeal box in green paper. (2) Punch holes near the top and bottom of the box, attach clothesline cord or heavy yarn, and knot inside container. (3) Make arrows by gluing gray construction paper triangles to dowels or by rolling paper tightly and marking on the point and feather with a magic marker.

Set up a medieval quest based on the old treasure hunt or scavenger hunt idea. Make it book-oriented by requiring the children to supply a title and page number for each word that is on the list. Use words that are related to the theme such as owl, knight, sorcerer, joust, dungeon, and dragon. Word lists should vary in complexity according to the reading ability of the children. Recognize all of the children who manage to complete this quest by awarding a small prize such as a bookmark.

Play actual games that were popular during the Middle Ages. Several are described in R. C. Bell's *Board and Table Games from Many Civilizations* (New York: Dover Publications, Inc., 1980. Grades 3–6). A program demonstrating the games and explaining the rules could lead to a season's worth of play. And there is always chess, one of the arts that knights were expected to perfect. A long tournament or a human chess game could spark a great deal of interest. If you have a local chess club, perhaps they would be willing to help you arrange your own competition.

You will find there are several good resources to help your children learn chess:



Byfield, Brian, and Orpin, Alan. *Every Great Chess Player Was Once a Beginner*. Secaucus, NJ: Stuart, Lyle, Inc., 1974. Grades 5–12.
This is a chess book that is fun to read, easy to understand, and nice to look at.

Kidder, Harvey. *Illustrated Chess for Children*. Garden City, NJ: Doubleday & Co., Inc., 1970. Grades 4–6.
This book explains all of the basic elements of the game in a colorful words-and-pictures story of the dramatic medieval battlefield that the chess board represents.

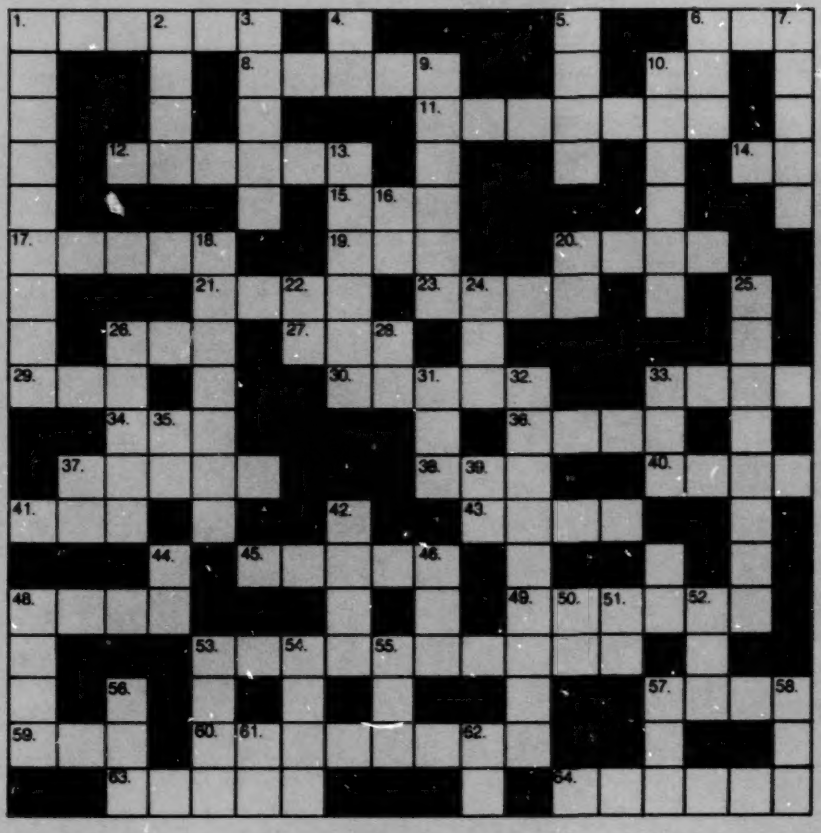
Lombardy, William. *Chess for Children, Step by Step*. Boston: Little, Brown & Co., 1977. Grades 4–6.
This book presents simple games that teach beginning players how to move each piece and what moves each piece can make in a game.

Pandolfini, Bruce. *Let's Play Chess! A Step-by-Step Guide for Beginners*. New York: Julian Messner, 1980. Grades 6–9.
This guide breaks down chess lessons into short, logical statements that are numbered in graded sequences for clarity. There are a number of diagrams. Chapters include general rules, principles, hints on technique, and an actual game. *Booklist*, October 1, 1980, p. 255.

Rosenberg, Arthur. *Chess for Children and the Young at Heart*. New York: Atheneum Publishers, 1977. Grades 4–8.
This book imparts a thorough understanding of how the game is played with a minimum of text and a maximum of pictures.

Sarnoff, Jane. *The Chess Book*. New York: Charles Scribner's Sons, 1973. Out of print. Grades 3–6.
This book presents the facts of chess in a logical and consistent fashion. A helpful portion on strategy is included as well as fun facts about chess history and background.

Middle Ages Crossword



ACROSS

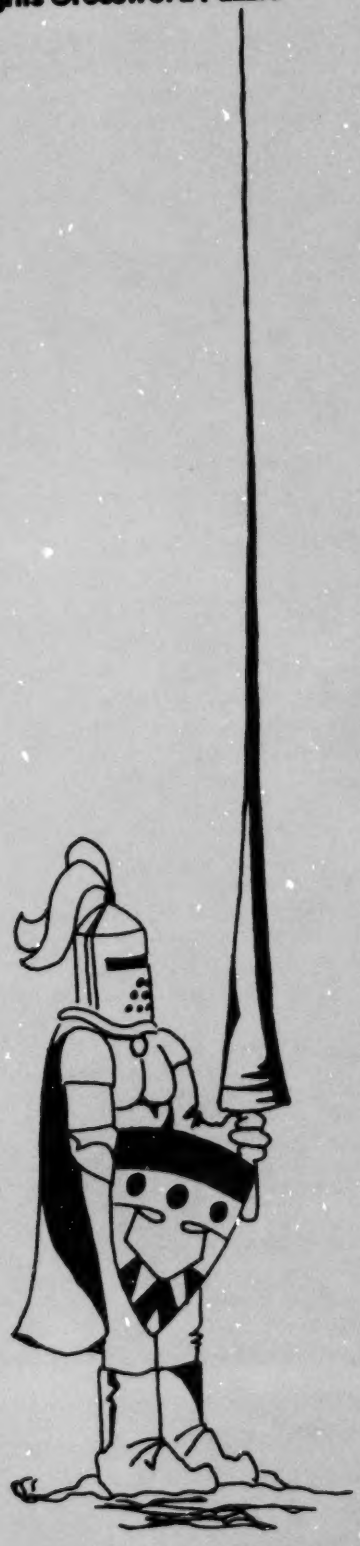
1. A famous wizard
6. A small barrel
8. An Asian country
10. A Greek letter used in math
11. A lionhearted king
12. Merlin's king
14. ____, she; him, her
15. A long time _____.
17. Spells and charms
19. A weapon with arrows
20. Wealthy
21. A person from Arabia
23. A medieval slave
26. The total in addition problems
27. To strike
29. Uncooked
30. The tall part of a castle
33. A percussion instrument
34. A hooting bird
36. A hideous giant creature
37. A knight's special protection
38. To steal
40. To envelope
41. In addition to
43. Queen's husband
45. Tournament
48. The strongest and securest part of a castle
49. Stays in the air
53. Robin Hood's friend
57. A lord's estate
59. Ocean
60. Robin Hood's forest
63. Mound of earth for a castle
64. Castle keep

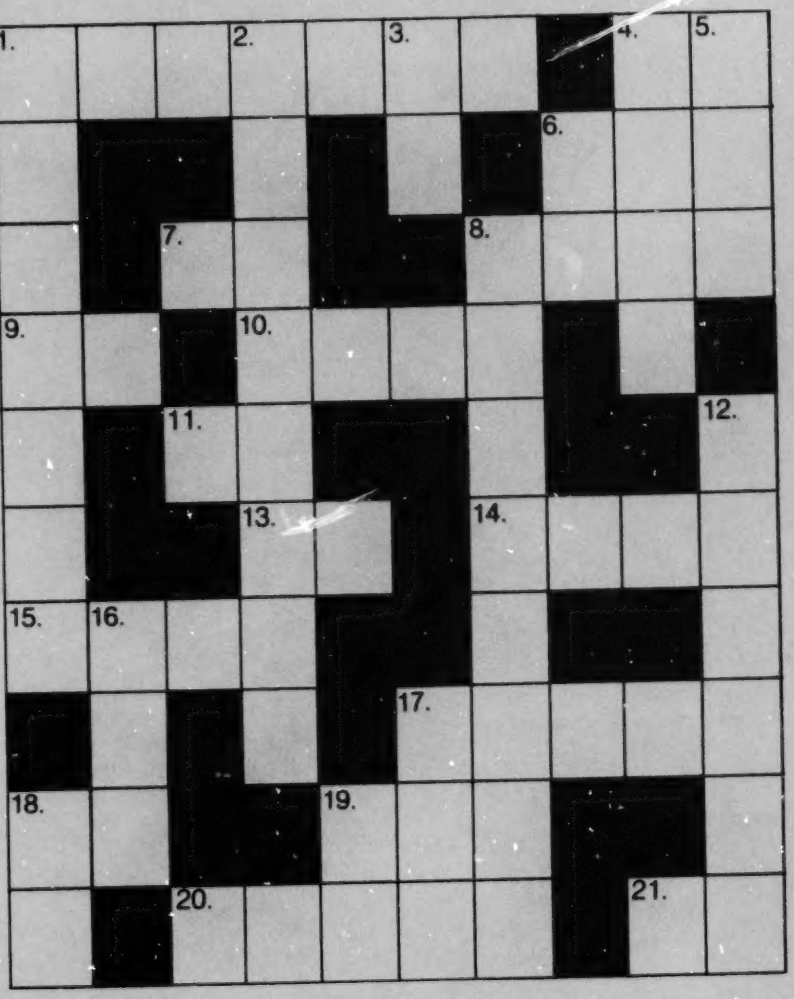
DOWN

1. June 21st
2. Teller of falsehoods
3. After day
4. Nickname for Edward or Edgar
5. Richard's brother
6. Young goat
7. Red in heraldry
9. Used with 19 across
10. King's son
13. A furry animal with long ears
16. To leave
18. Arthur's home
20. Initials of Robin Freeman
22. "Open your mouth and say ____"
24. A female sheep
25. Holy wars
26. A knight's best weapon
28. Toward
31. A battle
32. Famous outlaw
33. Moisture
35. Abbreviation of William
37. A bird; _____ orange
39. All right
42. Favorite medieval sport
44. Above
46. Part of a foot
47. Same as 14 across
48. Lock openers
50. Interjection
51. Valentine Nod's initials
52. French for king
53. Final
54. An oak
55. A rule
56. A beaver's home
57. Enjoyment
58. Same as 57 down
61. Horace Timley's initials
62. Not off

Answers on page 83.

Knights Crossword Puzzle





ACROSS

1. Castle jail
4. Mother
6. "An eye ___ an eye"
7. Either
9. Leave
10. Barrier
11. Toward
13. "I" in Spain
14. Pillar, support
15. To trade
17. Master bricklayer
18. Us
19. Cap
20. Steeple
21. Myself

DOWN

1. Fire-breathing creatures
2. Beastly waterspout
3. From
4. A watery ditch
5. Between shoulder and hand
6. Felix Enderby's initials
8. A pattern
12. A metal used for bells
16. Seeing organ
17. To blemish
18. Us
19. Hello

Answers on page 84.

Bibliography

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This volume includes text, chronology charts, reproductions of ancient relics, and maps in a large format that trace the spread of peoples, the growth of nations, and the advance of technology, trade, and religion from the fall of Rome through the fall of Constantinople in 1453. *Booklist*, May 1, 1981, p. 1195.

Alexander, Lloyd. *The Black Cauldron*. New York: Holt, Rinehart and Winston, Inc., 1965. Grades 4–7.
This second book of the series sees Taran and his companions once again set forth to conquer the evil that threatens Prydain. Fierce armed battles and battles of the mind and heart ensue as Taran learns that true heroism depends on wisdom as well as courage. *Booklist*, September 1, 1965, p. 52.

———. *The Book of Three*. New York: Holt, Rinehart and Winston, Inc., 1964. Grades 4–7.
The first book of the chronicles of Prydain details the adventures of young Taran, would-be hero and assistant pigkeeper, who, with some strangely assorted companions, pursues runaway Hen Hen, the oracular pig, and struggles to save Prydain from the forces of evil abroad in the land. *Booklist*, December 1, 1964, p. 344.

———. *The Castle of Llyr*. New York: Holt, Rinehart and Winston, Inc., 1966. Grades 4–7.
In this third book of the chronicles of Prydain, Taran and his companions endeavor to rescue Princess Eilonwy from the wicked enchantress, Achren. It is Eilonwy's willingness to sacrifice her own magic powers that finally defeats Achren and saves Prydain from Achren's evil intent. *Booklist*, July 1, 1966, p. 1042.

———. *The High King*. New York: Holt, Rinehart and Winston, Inc., 1968. Grades 4–7.
In the conclusion of the Prydain series, Taran and Prince Gwydion lead an army of warriors in all-out war against Arawn, the Death-Lord, and his followers. Aided by Fair Folk and wild animals, the defeat of the evil Arawn marks the end of the era of evil enchantment and allows Taran to become mortal king of Prydain with Princess Eilonwy as his queen. *Booklist*, April 1, 1968, p. 920.

———. *Westmark*. New York: E. P. Dutton, 1981. Grades 5–8.
In this book, a boy fleeing from criminal charges falls in with a charlatan, his dwarf attendant, and an urchin girl. He travels with them about the kingdom of Westmark and ultimately arrives at the palace where the king is grieving over the loss of his daughter. *Bulletin of the Center for Children's Books*, June 1981, p. 185.

Anno, Mitsumasa. *Anno's Medieval World*. New York: Philomel/G. P. Putnam's Sons, 1980. Grades 4–6.
This vividly illustrated book focuses on the concepts held by medieval people and the theories of medieval astronomers about the functioning of the universe. The pictures and text show the real activities of the people of the time. *Bulletin of the Center for Children's Books*, December 1980, p. 65.

Asimov, Isaac. *The Dark Ages*. Boston: Houghton Mifflin Co., 1968. Grades 6–8.
This story tells how, around 100 B.C., the search for amber led the Germans to the wealthy southern lands of Europe. Here they fought for land

and power. The Franks' increase in power and control of land resulted in the great empire of Charlemagne and an enlightened period of history, but civil wars following Charlemagne's death brought on the Dark Ages. *Elementary School Library Collection,* 1979 (12th ed.), p. 355.

Barber, Richard. *A Strong Land and a Sturdy: England in the Middle Ages.* Boston: Houghton Mifflin Co., 1976. Grades 6–9.
This book records life in England from the Norman Conquest to 1453 with an emphasis on the intellectual milieu of the era. The medieval origins of many of England's present-day political and social institutions are also clearly traced. *School Library Journal,* January 1977, p. 99.

Berenstain, Michael. *The Armor Book.* New York: David McKay Co., Inc., 1979. Grades 3–6.
This book illustrates the function and appearance of armor throughout history and in various countries and discusses the military and ceremonial use of armor. *Booklist,* February 15, 1980, p. 832.

Brenner, Barbara. *The Prince and the Pink Blanket.* New York: Four Winds Press, 1980. Grades preschool–1.
Prince Hal is told by his father the king that he can no longer carry his favorite blanket with him, but the wizard saves the day by finding some pictures of the king as a boy, dragging around his blanket. *School Library Journal,* January 1981, p. 47.

Brooks, Janice Y. *Kings and Queens: The Plantagenets of England.* New York: Loclestar Books, 1975. Grades 6–10.
This is a witty and frank account of the personal characteristics and foibles of the English kings and queens from William the Conqueror through Richard III. The author believes that the history of the era was determined by the personality and behavior of the medieval English monarchs. *Horn Book,* April 1976, p. 170.

Brown, Marcia. *Dick Whittington and His Cat.* New York: Charles Scribner's Sons, 1950. Grades K–3.
This is a retelling of the English legend about the merchant Dick Whittington, who became Lord Mayor of London and, as a young boy, achieved fame and fortune by selling his cat to a king who was plagued by rats. *Children's Catalog,* 1976 (13th ed.), p. 85.

Browning, Robert. *Pied Piper of Hamelin.* New York: Coward, McCann & Geoghegan, Inc., 1971. Grades 3–7.
This picture book version, illustrated by C. Walter Hodges, presents Browning's poem about the piper who entices the children of Hamelin to follow his piping into a mountain when the city fathers refuse to pay him for emptying the town of rats. *Booklist,* May 1, 1972, p. 767.

Buehr, Walter. *Chivalry and the Mailed Knight.* New York: G. P. Putnam's Sons, 1963. Out of print. Grades 3–6.
This book explains how the longbow, the crossbow, and the firearm finally challenged the power of the armored knight, with his armored horse, his mailed fist, his helmet, sword, lance, and shield with coat of arms. Presents details of the weapons and arts of war during the Age of Chivalry. *Elementary School Library Collection,* 1979 (12th ed.), p. 355.

———. *The Crusaders.* New York: G. P. Putnam's Sons, 1959. Out of print. Grades 5–9.
This book explains the desire of the Christians of Europe to free the holy city of Jerusalem from the Turks as well as the heroic efforts of men and

children to carry out the project. The lasting impact of bringing new ideas and skills to Europe is also covered. *Elementary School Library Collection*, 1979 (12th ed.), p. 298.

———. *Knights and Castles, and Feudal Life*. New York: G. P. Putnam's Sons, 1957. Out of print. Grades 4–7.
This book describes the structure of life in feudal times, the medieval castles and the people who lived in them, and the techniques of warfare in those days. *Booklist*, September 1, 1957, p. 26.

Bulla, Clyde Robert. *The Sword in the Tree*. New York: Thomas Y. Crowell Co., 1956. Grades 2–5.
This story is about 11-year-old Shan, who goes to Camelot to ask King Arthur for help when his evil Uncle Lionel makes a prisoner of his father and takes over the family castle.

Byfield, Barbara. *Andrew and the Alchemist*. Garden City, NY: Doubleday & Co., Inc., 1977. Out of print. Grades 4–6.
This book tells how, in the kingdom of Oliver XI, Andrew is apprenticed to P. C. Delver, an eccentric alchemist who works from the cellar of a bakery run by Mrs. Strawspinner and her daughter, Sassie. When a frozen lake mysteriously rises and the royal treasury disappears, Delver is imprisoned. His innocence is proven by Andrew and Sassie, who find out that the prime minister is the thief. *School Library Journal*, January 1977, p. 88.

Chaucer, Geoffrey. *Chanticleer and the Fox*. New York: Thomas Y. Crowell Co., 1958. Grades K–3.
This Caldecott Medal winner is Barbara Cooney's adaption of Chaucer's "Nun's Priest's Tale" about a crowing cock and prattling fox who flatter each other to their alternating gain and loss. *Horn Book*, December 1958, p. 463.

Cole, Brock. *The King at the Door*. Garden City, NY: Doubleday & Co., Inc., 1979. Grades K–3.
This book tells how Little Baggit receives a home in the king's castle by treating the king kindly although he is dressed as a beggar. *Booklist*, October 15, 1979, p. 348.

Constable, George. *The Warrior Knights*. New York: Time-Life Books, 1969. Grades 4–7.
Through detailed illustrations, this book depicts the preparation of a man for knighthood, the arms and armor of a knight, and the way he lived and fought. It points out that knights were first and foremost warriors to whom fighting was the meaning of life and were not always the idealistic men they were made out to be in medieval song and verse. *Booklist*, April 15, 1970, p. 1042.

Cosman, Madeleine Pelner. *Medieval Holidays and Festivals: A Calendar of Celebration*. New York: Charles Scribner's Sons, 1981. Grades 6–9.
This book describes a typical medieval feast and then presents a celebration for each month including discussions of the food, the customs, the games, and the theatricals. It also includes some recipes and craft instruction. *Booklist*, March 1, 1982, p. 857.

Coville, Bruce. *Sarah's Unicorn*. Philadelphia, PA: J. B. Lippincott Co., 1979. Grades preschool–2.
This book tells how Sarah's secret friendship with a unicorn is threatened when her wicked aunt wants to steal his magic horn.

Crossley-Holland, Kevin. *Green Blades Rising: The Anglo-Saxons.* New York: Seabury Press, Inc., 1976 [c1975]. Grades 6–8.
This book details war, religion, and daily life in Anglo-Saxon society from the fifth century until after the Battle of Hastings. The author describes the stratified society of the great hall, the conversion to Christianity, and the contributions of the great men of the period. *School Library Journal,* May 1976, p. 68.

Davis, Anthea. *Sir Orfeo: A Legend of England.* Scarsdale, NY: Bradbury Press, 1973. Out of print. Grades K–4.
This story tells how Herodys is stolen from her beloved husband, Sir Orfeo, by a mysterious grim king and how Orfeo relinquishes his kingdom to go in search of her. The 2 are reunited when Orfeo, posing as a poor minstrel, plays for the grim king and demands Herodys as reward for his beautiful music. *Booklist,* September 1, 1973, p. 50.

De Angeli, Marguerite. *Door in the Wall.* Garden City, NY: Doubleday & Co., Inc., 1949. Grades 4–6.
This Newbery award-winning book covers the healing and education of a 10-year-old boy who develops the plague during the 13th-century epidemic in London. *Elementary School Library Collection,* 1979 (12th ed.), p. 419.

De France, Marie. *The Shadow of the Hawk and Other Stories.* Boston: Houghton Mifflin Co., 1976. Grades 5–7.
This book tells of the story of Marie De France, a late twelfth-century poet known for her fables, works of devotion, and verse legends. In this book, James Reeves retells several of her haunting romances and a tale of a noble knight turned werewolf. *Elementary School Library Collection,* 1979 (12th ed.), p. 94.

DePaola, Tomie. *The Clown of God.* New York: Harcourt Brace Jovanovich, Inc., 1978. Grades K–3.
This book is about Giovanni, a famous juggler, who eventually loses his skill and popularity and becomes a poor, homeless beggar. It is customary for all villagers to bring beautiful gifts for the Christ Child on Christmas Eve; Giovanni, thinking he has nothing to give, ends up giving the best gift of all. *Elementary School Library Collection,* 1979 (12th ed.), p. 548.

DuBose, Dorothy. *The Princess on the Glass Hill.* New York: Macmillan Publishing Co., Inc., 1968. Out of print. Grades 3–6.
This story is about the many knights who aspired to gain the 3 apples held by the princess who sat on top of the glass hill. The knight who won the apples also won the princess and half of her father's kingdom.

Duggan, Alfred. *Growing Up in Thirteenth Century England.* New York: Pantheon Books, 1962. Out of print. Grades 6–9.
This book discusses how life would have been for children of different classes in 13th-century England. The author includes such aspects of life as schooling, dressing habits, eating habits, bathing habits, and marriage customs. *Horn Book,* February 1963, p. 68.

Eager, Edward. *Knight's Castle.* New York: Harcourt Brace Jovanovich, Inc., 1956. Grades 3–7.
This book tells how Jane and Katherine are transported back to the days of Ivanhoe, King Richard, and Robin Hood and take part in the siege of Torquilstone. *Booklist,* March 1, 1956, p. 281.

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This story is about a king who desires to have time to fish, so he tests the capabilities of his sons to rule the kingdom in his absence.

Gibson, Michael. *The Knights*. New York: Arco Publishing Inc., 1979. Out of print. Grades 4–7.
This book describes the life, duties, equipment, and philosophies of a medieval knight, including the crusading knights and the military orders. (OCLC).

Glubok, Shirley. *Knights in Armor*. New York: Harper & Row, Publishers, Inc., 1969. Grades 4–7.
This book depicts the customs and history of the era of knighthood and chivalry through descriptions of armor surviving as museum pieces and works of art. (OCLC).

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This Newbery award-winner is the tale of a minstrel and his son Adam who wandered through southeastern England in the 13th century. Adam gets separated from his father and his dog, causing Adam to search for them all over England until they are at last reunited. *Children's Catalog*, 1976 (13th ed.), p. 525.

Haywood, Carolyn. *The King's Monster*. New York: William Morrow & Co., Inc., 1980. Grades K–3.
This book tells the story of a kingdom where everyone lives in fear of the king's monster. Suitors to the princess are required to wrestle the creature who lives in the dungeon. All suitors flee but one, and he and the princess face the dreaded creature together only to find a mouse. *School Library Journal*, May 1980, p. 59.

Hodges, C. W. *The Norman Conquest*. New York: Coward, McCann & Geoghegan, Inc., 1966. Out of print. Grades 4–7.
C. W. Hodges's account explains the political background and causes of the Norman invasion of England and describes the Battle of Hastings. *Booklist*, March 1, 1967, p. 728.

Ish-Kishor, Sulamith. *The Boy of Old Prague*. New York: Pantheon Books, 1963. Grades 5–7.
This book tells how Tomas is bound out to a Jew in the Prague ghetto in the 16th century. He learns about true kindness and human dignity in the terrible events that follow. *Elementary School Library Collection*, 1979 (12th ed.), p. 454.

Lasker, Joe. *Merry Ever After: The Story of Two Medieval Weddings*. New York: Viking Press, Inc., 1976. Grades 3–5.
This book describes in text and pictures the plans for 2 weddings, the family backgrounds, and the expectations of 2 pairs of brides and grooms. One wedding is that of the daughter of a wealthy merchant to the son of a noble lord, while the other wedding is the marriage of 2 peasants. *Elementary School Library Collection*, 1979 (12th ed.), p. 462.

Lofts, Norah. *The Maude Reed Tale*. New York: Elsevier Nelson Books, 1972. Out of print. Grades 6–8.
This story tells how, at the opening of the War of the Roses, bright, eager Maude Reed is reluctant to enter Beauclaire, the lord's household, where

she is to learn to be a lady. She wants to be able to succeed her grandfather as a wool merchant. *Library Journal*, January 15, 1973, p. 269.

McDermott, Gerald. *The Knight of the Lion*. New York: Four Winds Press, 1979. Out of print. Grades 4–7.
This is a retelling of the adventures of Sir Ywain and his faithful lion as the young knight goes through several trials to prove himself worthy of a great triumph.

McKee, David. *King Rollo and the Birthday*. Boston: Little, Brown & Co., 1980. Grades preschool–1.
This story tells of King Rollo's attempts to create a birthday card. *School Library Journal*, August 1980, p. 54.

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This story tells how King Rollo makes eating bread an adventure. *School Library Journal*, August 1980, p. 54.

———. *King Rollo and the New Shoes*. Boston: Little, Brown & Co., 1980. Grades preschool–1.
This story tells how King Rollo has to learn how to tie his new shoes. *School Library Journal*, August 1980, p. 54.

McLanathan, Richard. *The Pageant of Medieval Art and Life*. Philadelphia, PA: Westminster Press, 1966. Out of print. Grades 7–10.
This book correlates history and art dating from Constantine to the 15th century as represented by the cultures of Greece, Rome, and the Near East. *Booklist*, December 15, 1966, p. 449.

Miles, Bernard. *Robin Hood: His Life and Legend*. Chicago: Rand McNally & Co., 1979. Grades 5–8.
This is a retelling of the Robin Hood stories which trace his life from his first arrest as an accused poacher to his death and secret burial in the heart of Sherwood Forest. An epilogue adds archaeological information, and the endpapers map actual places where Robin had been. *Booklist*, February 1, 1980, p. 771.

Minard, Rosemary. *Long Meg*. New York: Pantheon Books, 1982. Grades 3–6.
This is a fictional account of the legendary Long Meg, a sort of female Robin Hood, who grew up in the 16th century. *Booklist*, February 1, 1983, p. 725.

Moncreiffe, Iain, and Pottinger, Don. *Simple Heraldry*. New York: Mayflower Books, Inc., 1979. Grades 6–9.
This is a witty guide to heraldry which illustrates its meaning, its history, and its usage through the years and down to the current day. *Booklist*, November 1, 1979, p. 451.

Morgan, Gwyneth. *Life in a Medieval Village*. Minneapolis, MN: Lerner Publications Co., 1982. Grades 5–7.
This is a detailed account of Freeman John and his family in a 13th-century English village. Aspects of medieval life such as clothing, housing, occupations, and amusements are discussed. A major portion of the book discusses the church and its impact on all areas of village life. *Booklist*, February 1, 1982, p. 707.

Murdocca, Sal. *The Hero of Hamblett*. Delacorte Press, 1980. Grades 2–5.
This book, done in a comic-book style format, presents peasant Hamm, a somewhat cowardly pig, who wants to become a knight. He encounters a witch, Swinelda, and a wizard, Bacon, in his attempts to conquer a dragon and save a princess. *Booklist*, January 15, 1981, p. 703.

———. *Sir Hamm and the Golden Sundial*. New York: Delacorte Press, 1982. Grades 2–5.
This book details the further adventures of Hamm, a pig, whose bumbling experiences make him a hero. The book is done in a comic-book style format. *Booklist*, July 1982, p. 1447.

Peet, Bill, *Cowardly Clyde*, Boston: Houghton Mifflin Co., 1979. Grades K–3.
This is the story of a boastful knight, Sir Galavant, and his cowardly horse, Clyde, who set out to conquer the "giant owl-eyed ox-footed ogre." *Booklist*, March 1, 1979, p. 1094.

Phillips, Louis. *The Brothers Wrong and Wrong Again*. New York: McGraw-Hill Book Co., 1979. Grades K–3.
This book is about Wrong and Wrong Again, brothers who do everything backward. One day they mistake the dragon Giglatooth to be a canary, which they take home with them. *Booklist*, January 1, 1980, p. 668.

Pyle, Howard. *Merry Adventures of Robin Hood*. New York: Charles Scribner's Sons, 1946. Grades 5–7.
This book, first published in 1883, is a collection of 22 stories of Robin Hood and his adventures with the king's foresters in Sherwood Forest. This band of outlaws made a practice of robbing the rich to help the poor. The book is set during the reign of Henry II of England. *Children's Catalog*, 1976 (13th ed.), p. 117.

Robbins, Ruth. *Taliesen and King Arthur*. Oakland, CA: Parnassus Press, 1970. Grades 2–5.
This story tells of Taliesen, a young bard, who goes to King Arthur's court to sing a song in the Christmas Eve contest of the bards. His song is of his own birth, which he sings in the form of a riddle. King Arthur hears his song and claims him to be the greatest bard of all. *Elementary School Library Collection*, 1979 (12th ed.), p. 94.

Ross, Tony. *The Pied Piper of Hamelin*. New York: Lothrop, Lee & Shepard Books, 1978. Grades K–4.
This is a prose retelling of the legend of what happens when the piper is not paid. The book has an upbeat emphasis on the delightful, adult-free life the village children led after the piper spirited them away from their old homes. Also focuses on the attention showered on the one child left in Hamelin. *School Library Journal*, September 1978, p. 124.

Schiller, Barbara. *Eric and Enid*. New York: E. P. Dutton, 1970. Out of print. Grades 3–6.
Eric, a newly made knight, sets out to hunt the White Stag in the forest of Adventure. Also includes a chivalric battle with the Knight of the Sparrow Hawk.

———. *The Kitchen Knight*. New York: Holt, Rinehart and Winston, Inc., 1965. Out of print. Grades 2–3.
This story tells how Gareth, a kitchen scullion, goes on a quest to rescue Lyoness from the evil Red Knight in order to prove himself worthy of knighthood.

———. *The Wandering Knight*. New York: E. P. Dutton, 1976. Out of print. Grades 4–6.
This is the story of Sir Lancelot's encounters on his quest to prove himself. His perilous path is full of jousts and tournaments on a grand scale.

Serraillier, Ian. *The Challenge of the Green Knight*. New York: Henry Z. Walck, Inc., 1967. Out of print. Grades 6–9.
This book details how, on New Year's Day at Camelot, the Green Knight appears to interrupt the festivities and lay down a challenge. Sir Gawain, who hopes to prove his valor, accepts it. This tale of high adventure is retold in vigorous verse.

Shecter, Ben. *Hester the Jester*. New York: Harper & Row, Publishers, Inc., 1977. Grades 1–3.
This story is about Hester, who wants to be someone important, but has trouble deciding whether to be a jester, a knight, or a king.

Skurzynski, Gloria. *What Happened in Hamelin*. New York: Four Winds Press, 1979. Grades 5–9.
This story is about the "magic" of mob psychology and how the power of an engaging stranger leads Geist, baker's apprentice in the summer of 1284, to experience a bloody rat massacre and to ask himself difficult questions about a magical piper.

Stevenson, Jocelyn. *Robin Hood*. New York: Random House, Inc., 1980. Grades K–5.
This is the muppet version of the Robin Hood legend. It is a tongue-in-cheek one, of course, where Kermit is Robin, Piggy is Marion, and Fozzie is Little John. *School Library Journal*, December 1980, p. 56.

Stewart, Mary. *A Walk in Wolf Wood: A Tale of Fantasy and Magic*. New York: William Morrow & Co., Inc., 1980. Grades 5–9.
This story tells how 2 English children are transported into the 14th century upon visiting the Black Forest in Germany. There, they help rescue a man who is under a curse that turns him into a wolf by night. This story presents the classic struggle between good and evil.

Sutcliffe, Rosemary. *Song for a Dark Queen*. New York: Thomas Y. Crowell Co., 1979. Grades 7–9.
This is a fictionalized account of the legendary Queen Boudicca, who led a revolt of British tribes against the Romans in 62 A.D. The meticulous attention to historical detail puts this special novel into a class by itself.

Synge, Ursula. *The Giant at the Ford and Other Legends of the Saints*. New York: Atheneum Publishers, 1980. Grades 5–8.
This book includes the legend of St. George and the dragon, the legend of St. Christopher, and the legends of other lesser-known saints. *Booklist*, September 1, 1930, p. 50.

Thompson, Brenda, and Overbeck, Cynthia. *The Children's Crusade*. Minneapolis, MN: Lerner Publications Co., 1977. Grades K–3.
This is an account of the crusade, during which thousands of children bound for Jerusalem died en route or were sold into slavery in Africa. (OCLC).

Tripp, Wallace. *Sir Toby Jingle's Beastly Journey*. New York: Coward, McCann, Geoghegan, Inc., 1976. Out of print. Grades 1–3.
This is the story of Sir Toby Jingle, a knight who has done every brave deed. The beasts of the Gringhast Forest have come to fear him, so they decide to try and rid themselves of Sir Toby. But the beasts' plans backfire, clever Sir Toby traps them all in his courtyard, and people flock from miles to see the first zoo in the land. *Elementary School Library Collection*, 1979 (12th ed.), p. 609.

Troughton, Joanna. *Sir Gawain and the Loathly Damsel*. New York: E. P. Dutton, 1972. Out of print. Grades 1–4.
This book tells how Sir Gawain has to find the answer to a riddle in a year and a day in order to save King Arthur's life.

Uden, Grant. *Hero Tales from the Age of Chivalry*. Cleveland, OH: World Publishing Co., 1969 [c1968]. Out of print. Grades 4–6.
These 12 tales set in England and France are based on true incidents of heroism and chivalry during the Hundred Years War. (OCLC)

Van Woerkom, Dorothy. *Alexandra the Rock Eater*. New York: Alfred A. Knopf, Inc., 1978. Grades K–3.
This book is about Alexandra and her husband, who wish for a houseful of children and receive 100 of them. To gain food, Alexandra promises to drive off the dragon, who is stealing the old shepherd's flock. She manages to fool the dragon and get food and gold for her family. *Elementary School Library Collection*, 1979 (12th ed.), p. 89.

———. *Pearl in the Egg*. New York: Thomas Y. Crowell Co., 1980. Grades 4–9.
This is a story about Pearl and Gavin, 2 orphans in the 13th century who live with a troupe of wandering entertainers. Adventures ensue as Pearl and Gavin try to gain their freedom, and the troupe is asked to accompany the king to the Holy Land. *School Library Journal*, September 1980, p. 78.

Varga, Judy. *The Magic Wall*. New York: William Morrow & Co., Inc., 1970. Out of print. Grades K–7.
This is the story of an important lesson that King Frederick learns: walls and towers do not protect him or his castle from his enemies.

White, T. H. *The Sword in the Stone*. New York: G. P. Putnam's Sons, 1939. Grades 6–8.
This story, based loosely on Malory's *Morte d'Arthur*, explains how King Arthur (called Wart) is taught as a boy by Merlyn the Magician and learns many fascinating lessons. King Pellinore, who is always on quest for the Beast Glatisant, is another character in the book. *Elementary School Library Collection*, 1979 (12th ed.), p. 521.

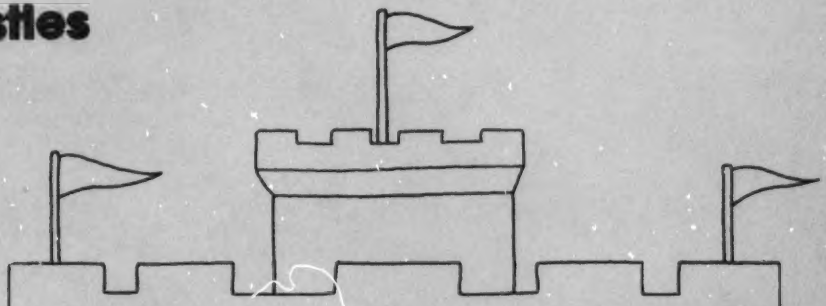
Williams, Jay. *The Horn of Roland*. New York: Thomas Y. Crowell Co., 1968. Out of print. Grades 4–6.
These are chivalric tales of adventure and romance that recount the deeds of the Frankish hero Roland from his childhood feats of strength to his last stand at Roncesvalles. The tales vividly portray the hotheaded valor of Roland, the wisdom of his friend Oliver, and the commanding presence of Charlemagne. *Booklist*, February 1, 1969, p. 597.

———. *The Sword of King Arthur*. New York: Thomas Y. Crowell Co., 1968. Out of print. Grades 4–6.
This retelling of the legends of the British king explains the act that made him king, his drawing of the sword from the anvil and stone, and the deeds and fame of his knights and himself. (OCLC).

Windrow, Martin. *The Invaders*. New York: Arco Publishing Inc., 1979. Grades 4–7.
This book discusses the development of new European civilizations between 200 and 1200 A.D., including the fall of the Roman Empire, creation of the Holy Roman Empire, rise of Moslem power, and the Vikings. (OCLC)

Yolen, Jane. *The Minstrel and the Mountain*. Mountain View, CA: World Publishing Co., 1967. Out of print. Grades 3–5.
This book is about 2 foolish kings who live on opposite sides of a mountain and continually make war on each other until a wandering minstrel thinks of an ingenious solution to their quarrel.

Castles

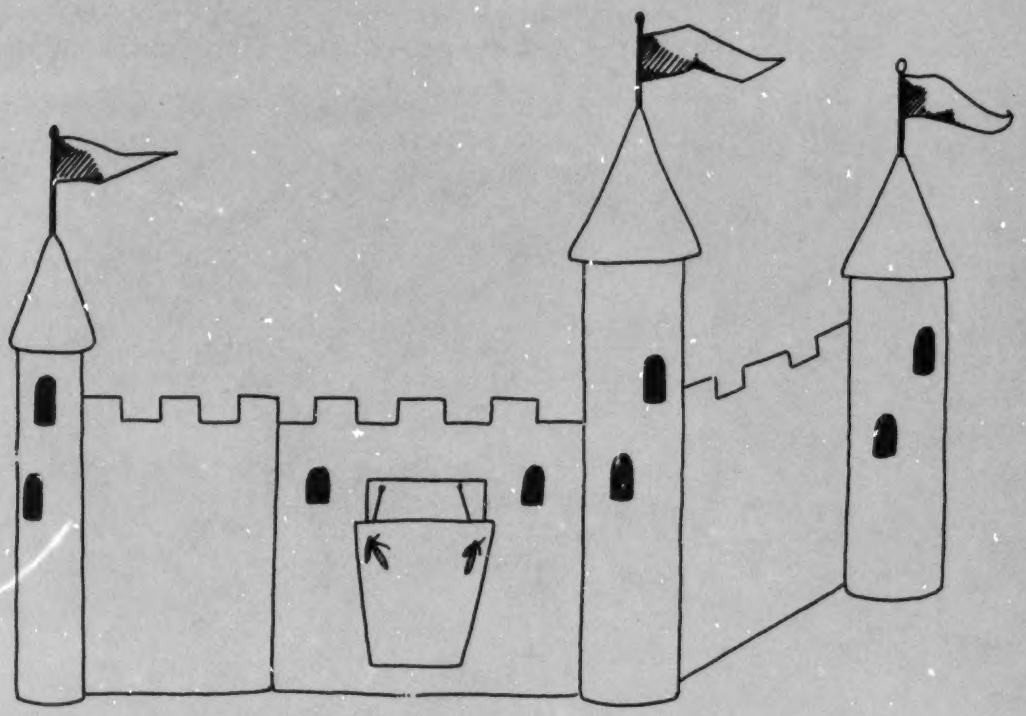


Castles were designed as fortresses, built for protection against one's enemies. These old structures are intriguing with their great halls, secret passageways, and dungeons. It is easy to stimulate children's interest in castles in a variety of ways.

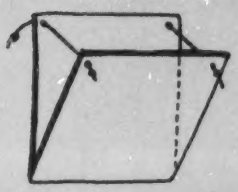
Activities

CASTLE BULLETIN BOARD

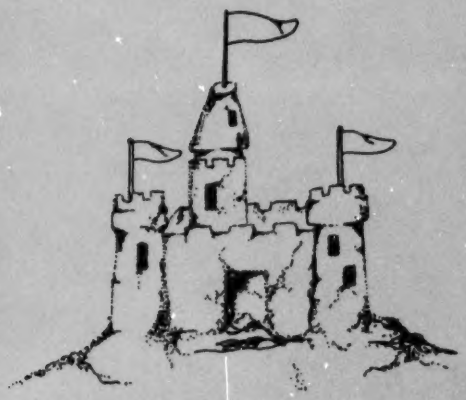
1. Remove bulletin board from wall.
2. Tape shoe box lid extensions to top of bulletin board.
3. Cover entire board with pale gray, white, or light beige fabric or paper, tape and fold to fit.
4. Rehang board.
5. Insert paper or fabric banners on dowels in top of extensions.
6. It's ready to decorate with your schedules and usual bulletin board items.



3-DIMENSIONAL CASTLE FOR BULLETIN BOARD



1. Collect paper towel tube, oatmeal box, and string.
2. Split tubes and fold so they can be taped to bulletin board.
3. Cover each tube or lid in gray or white paper, staple or tape paper cover in place.
4. Draw on bricks or stones and windows with magic markers if desired.
5. Make turret roofs by rolling red or black pieces of paper into cones to fit. Fold backside flat for taping to bulletin board.
6. Make banners by gluing colored paper triangles to toothpicks. Push into top of cones.
7. Make drawbridge with a rectangular piece of lightweight cardboard folded in the middle, punch holes and attach string.
8. Arrange on bulletin board with a blue construction paper moat and construction paper building extensions to fit size of board.



Build a large castle. This is a project for older children which could be accomplished in stages. Use different sizes of boxes and cardboard tubes to form the castle. In the main large box, cut a door for a drawbridge. Use tubes at the corners of the box to make towers. Construction paper can be used to form cones for the tops of the towers. When all the pieces are glued in place, paint the castle and finish decorating with felt markers.

When planning activities on the topic of castles, don't forget about sandcastles!

Play "Bowl the Castle Over." Paint 6 one-quart milk cartons to look like castles. Set them up in bowling formation and use a rubber ball as a bowling ball. The person who bowls over the most castles wins.

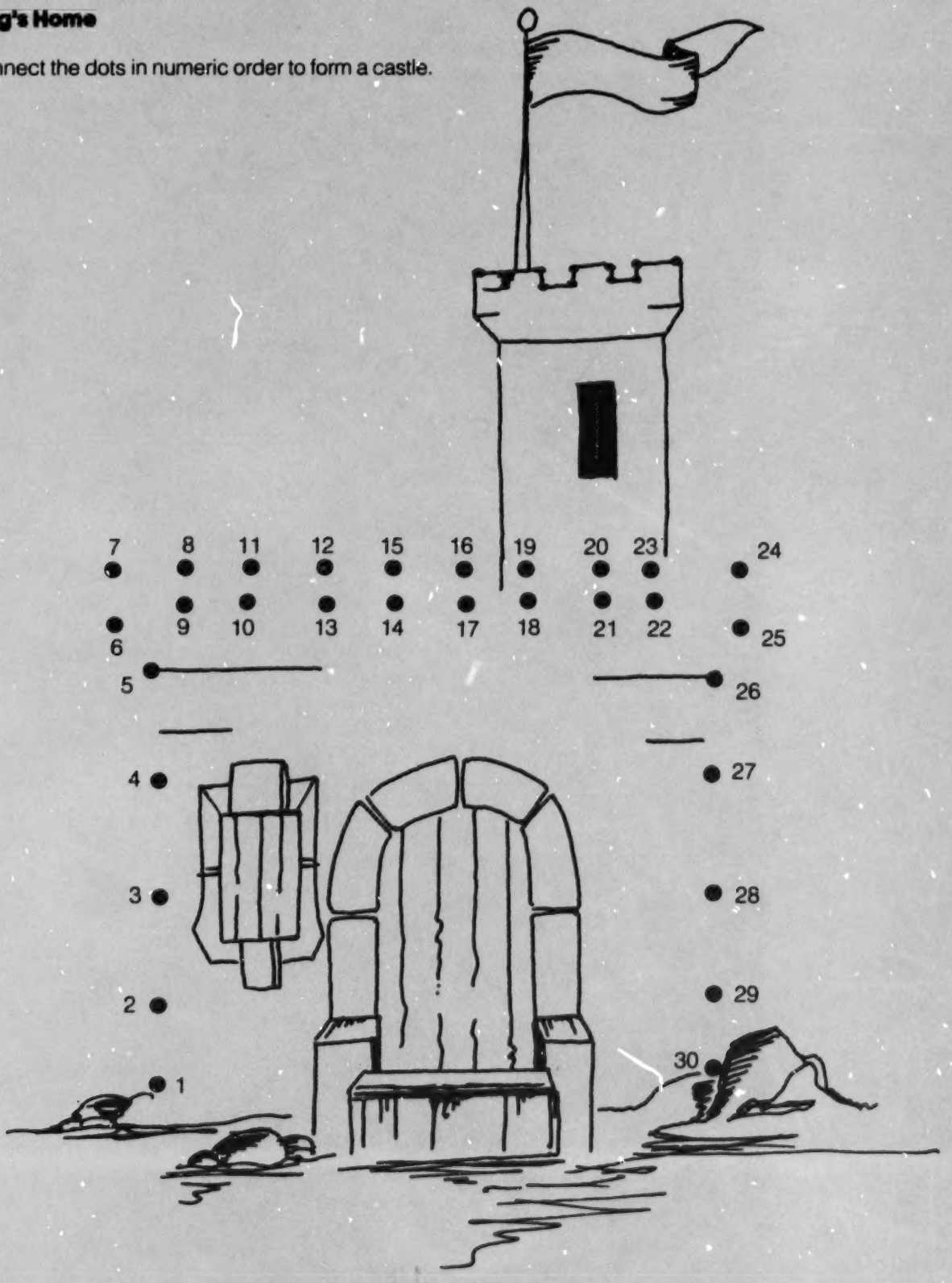
Make a step-on playing board out of an old sheet by drawing a moat, drawbridge, passageways in a castle, dragon, etc., with felt tip markers or paint. The children can help to color it in. Make a spinner from a piece of cardboard and a plastic arrow to indicate how many moves the player may take and whether s/he moves forward or backward.

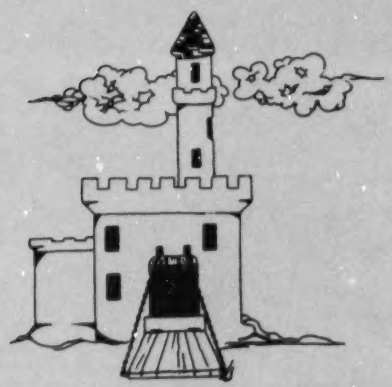
Make a castle maze by drawing a castle floor plan with many interconnecting routes. The maze can be the size of a sheet of notebook paper or it can be enlarged to table size for group playing. The object of the game is to get from one point to another in 30 seconds or less while avoiding certain areas of the castle. For example: "You are on guard duty at the outer gatehouse and have to relay a message to your commander who is eating lunch in the great hall, *but* you must not disturb the cook in the kitchen." Buttons or some other kind of marker could be used with a table game so that the maze could be used over and over again. Or use cutout figures of the characters involved—guards, servants, lords and ladies—and place them around the castle grounds. An egg timer could be used for timing each turn. A pattern for such a castle maze appears on page 42.

Plan a castle party. Make sorcerers' or princesses' hats by forming large cones out of 15- or 24-inch paper and decorating them with paint, glitter, and tinsel. Make knights' helmets by using one-gallon milk or bleach bottles and covering them with tinfoil. Decorate the room with banners. Use a cardboard castle as a centerpiece. Have each child design a place mat in the form of a banner and then use this place mat when refreshments are served.

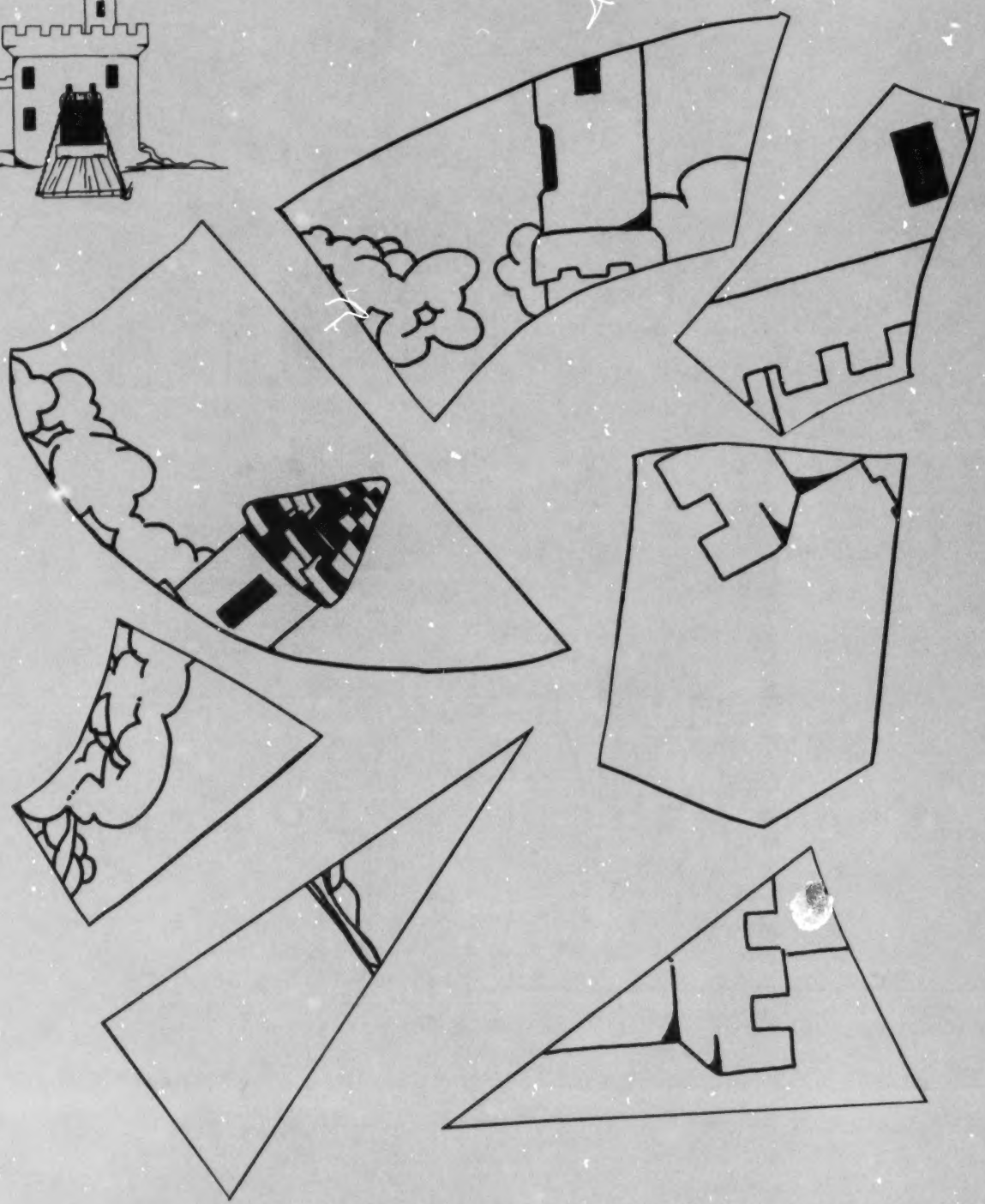
King's Home

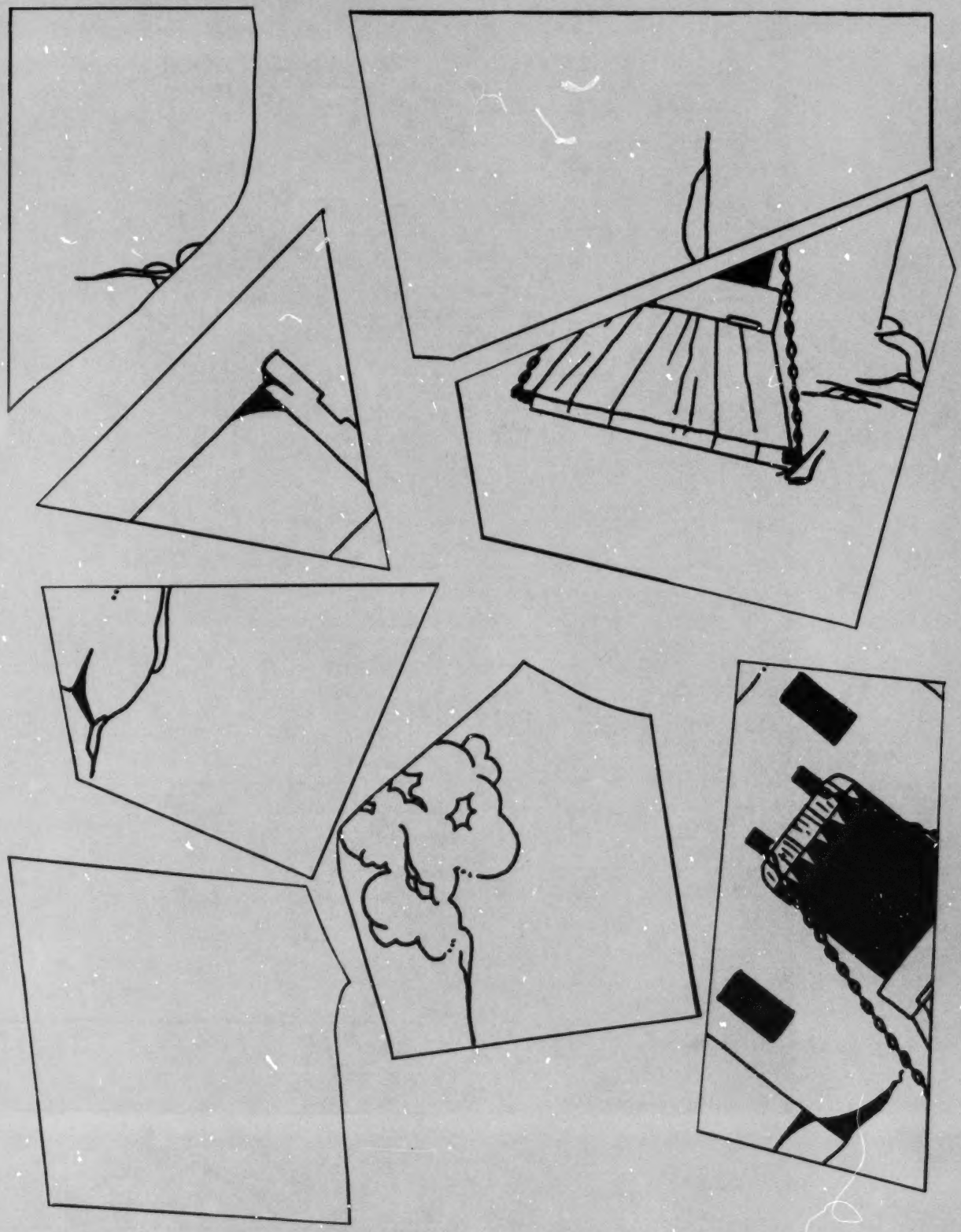
Connect the dots in numeric order to form a castle.



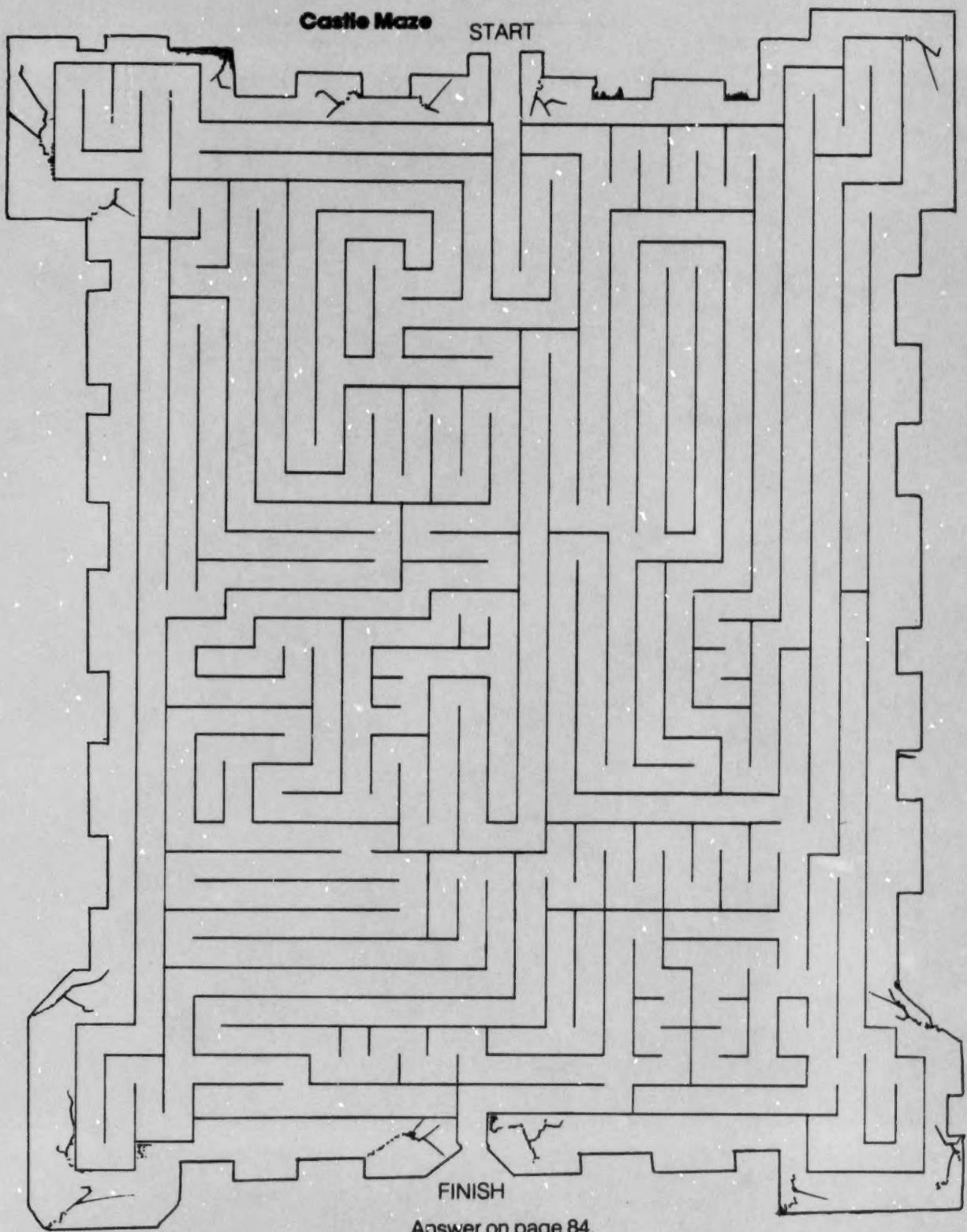


Work castle jigsaw puzzles. Attractive jigsaw puzzles can be found featuring famous castles such as Neuschwanstein Castle in Germany. Set one out on a table and let the children put it together. Castle puzzles would also make nice prizes for winners of contests.





Castle Maze



Answer on page 84.

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Adkins, Jan. *The Art and Industry of Sandcastles*. New York: Walker & Co., 1971. Grades K–4.
Alternates medieval history, lore, and fortress architecture with practical guidelines to the design and construction of 20th-century castles in sand.

Berenstain, Michael. *The Castle Book*. New York: David McKay Co., Inc., 1977. Out of print. Grades K–4.
Illustrates, through spirited fine line drawings in brown, brief information on various periods, types, and uses of castles, several of which are cut away to provide interior views. Included are general facts on castle life and warfare. *Booklist*, December 1, 1977, p. 610.

Boardman, Fon Wyman. *Castles*. New York: Henry Z. Walck, Inc., 1957. Out of print. Grades 6–9.
Provides relevant facts about castles and their period, along with photos and diagrams.

Cummings, Richard. *Make Your Own Model Forts and Castles*. New York: David McKay Co., Inc., 1977. Grades 5–7.
Includes directions for making miniature replicas of 7 historical fortifications—a Roman fort, Fort Kearny, a Norman castle, the western front, Maginot Line, Castle Guillard, and Mount Cassino. Details of drawbridges, moats, and gates are also given.

Curtis, Annabelle, and Hindley, Judy. *The Know How Book of Paper Fun*. New York: Sterling Publishing Co., Inc., 1976. Grades 3–7.
Features a cardboard box castle complete with a working catapult.

Macaulay, David. *Castle*. Boston: Houghton Mifflin Co., 1977. Grades 2–4.
Follows the planning and construction of a "typical" castle and adjoining town in 13th-century Wales through text and detailed drawings.

Nowell, Flo Ann Hedley. *The Great Big Box Book*. New York: Thomas Y. Crowell Co., 1979. Out of print. Grades 2–4.
Supplies plans for constructing a castle out of large cardboard boxes. Also included are directions for making a knight's helmet, shield, and sword.

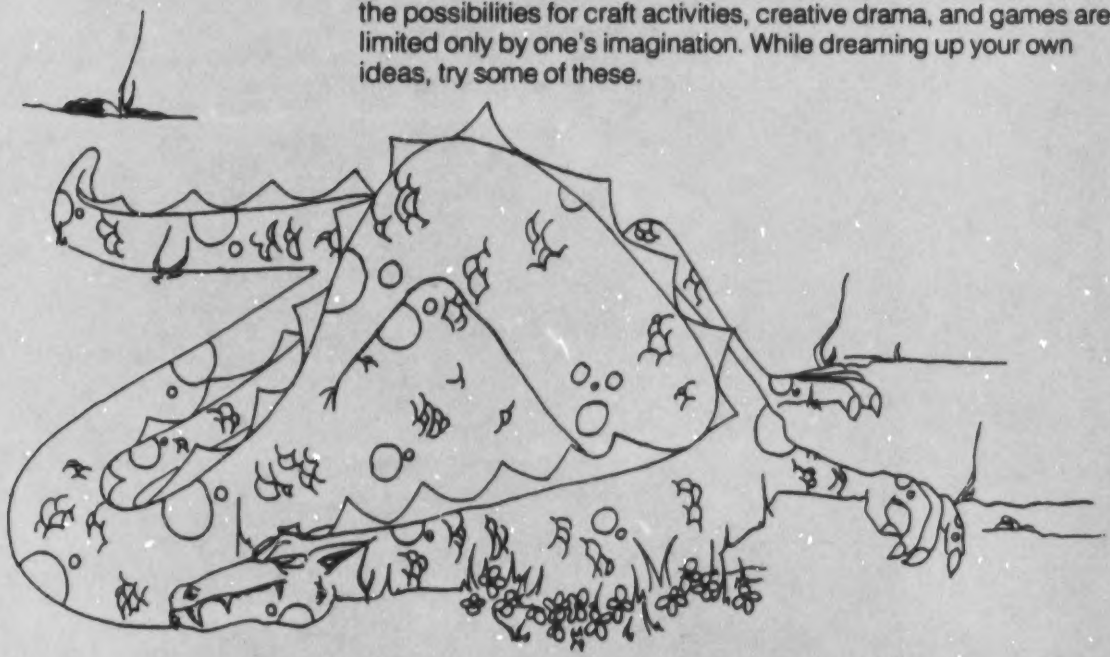
Prego de Oliver, Victoria. *Castles: A Read and Build Book*. Hove, England: Wayland Publishers Ltd., 1975. Grades 4–6.
Explains an ongoing group project in castle building.

Sancha, Sheila. *The Castle Story*. New York: Harper & Row Publishers, Inc., 1982. Grades 6–9.
Discusses the building of castles, their layout, their structure, and the activities that go on in and around castles through text and pictures. *Booklist*, August 1982, p. 1528.

Unstead, R. *See Inside a Castle*. New York: Warwick Press, 1979 [c1977]. Grades 5–7.
Combines text and illustrations to explain the various activities and the daily work that takes place in a castle and the different areas of the typical castle. Information is included on the use of the towers, gatehouses, and moats in the defense of the castle. *Booklist*, June 15, 1979, p. 1540.

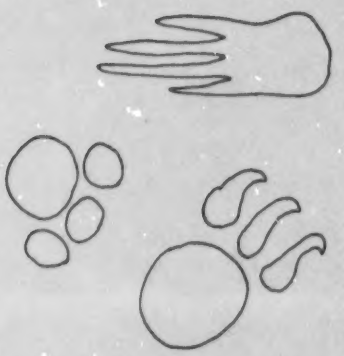
Dragons and Other Mythical Creatures

What reading program designed around a Middle Ages theme would be complete without stories and activities on dragons, trolls, gnomes, giants, elves, goblins, and other mythical creatures? There are numerous fictional works available, both print and nonprint, and the possibilities for craft activities, creative drama, and games are limited only by one's imagination. While dreaming up your own ideas, try some of these.



Activities

Have someone make or draw a large dragon to decorate the room. Let the children submit names for the dragon and have an impartial judge select a winner. Present the winner with a copy of *Giants and Gnomes Coloring Album* by Lana Slator (San Francisco, CA: Troubador Press, 1978, Grades 2–3). This book is also an excellent resource for short narratives, each of which includes a lively drawing of giants, elves, hags, brownies, fays, goblins, fairies, pixies, trolls, sylphs, gnomes, imps, water sprites, ogres, or leprechauns.



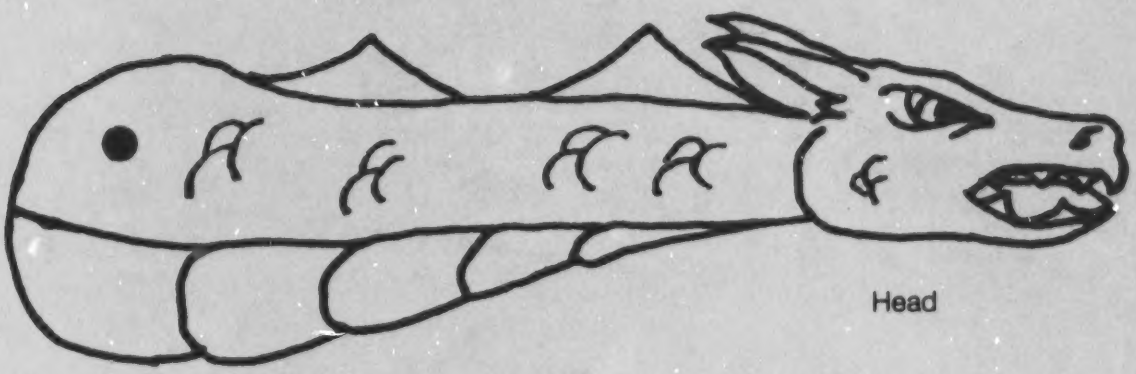
Follow "creature feet" to special activities located throughout the room.

Play "Chase the Dragon's Tail." For this game, all of the players must line up behind the one who has been chosen to be the dragon's "head." Each child puts his/her hands on the shoulders of the person in front of him/her. The object of the game is for the "head" to catch the "tail," the last person in line. No one may let go of the shoulders of the person in front of him/her, but the line may maneuver to help the "tail" keep from getting caught. When the "tail" has been caught, that person is out of the game; the "head" becomes the new "tail," and the game continues until there are only 2 players left.

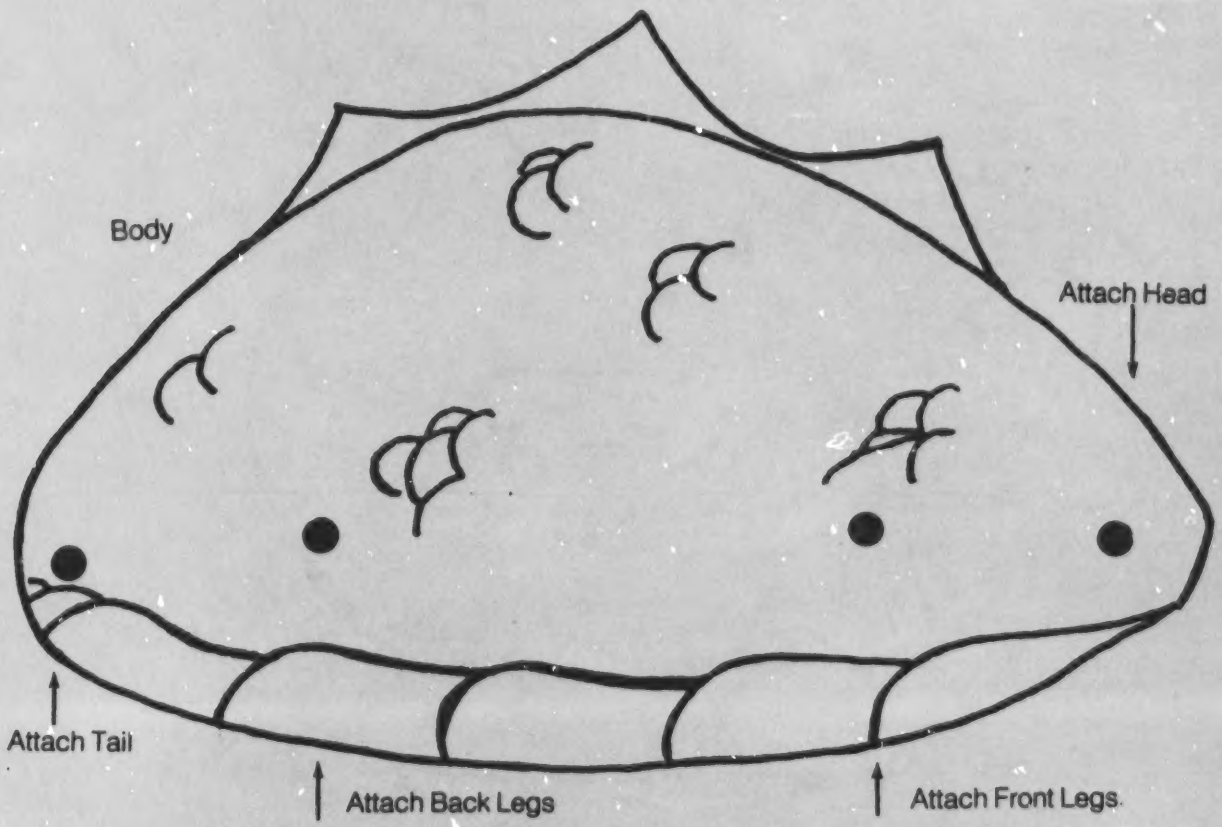
Use the pattern on this page and the next to make a "moveable dragon." Use carbon paper to trace the design onto a stencil. The stencil can be used to duplicate the patterns onto construction paper. The children can color the dragons, cut them out, and then put the body parts together with metal brads. Have a sample dragon already made up to show at the beginning of the activity.

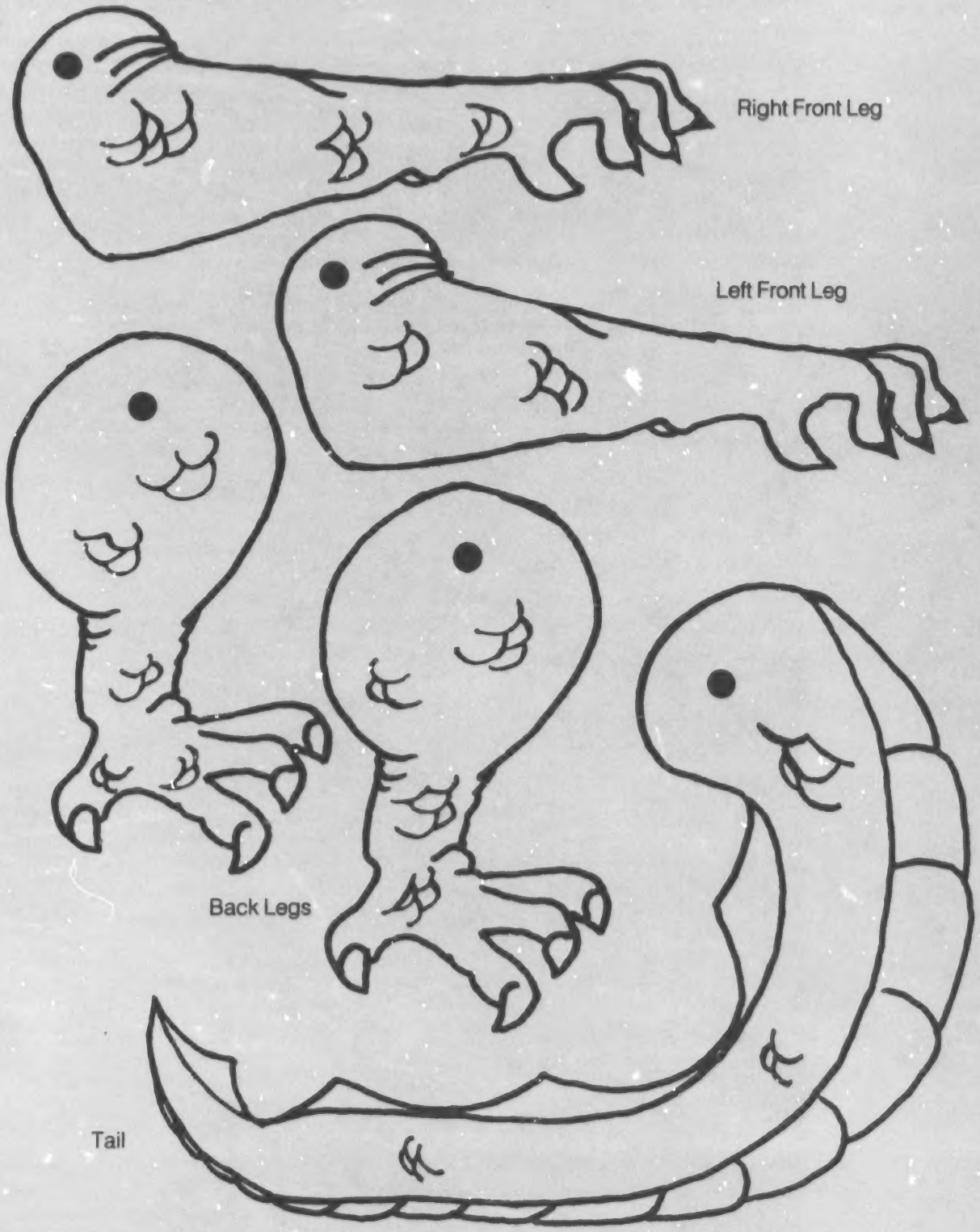
MOVEABLE DRAGON

Color, cut out, put together with metal brads.



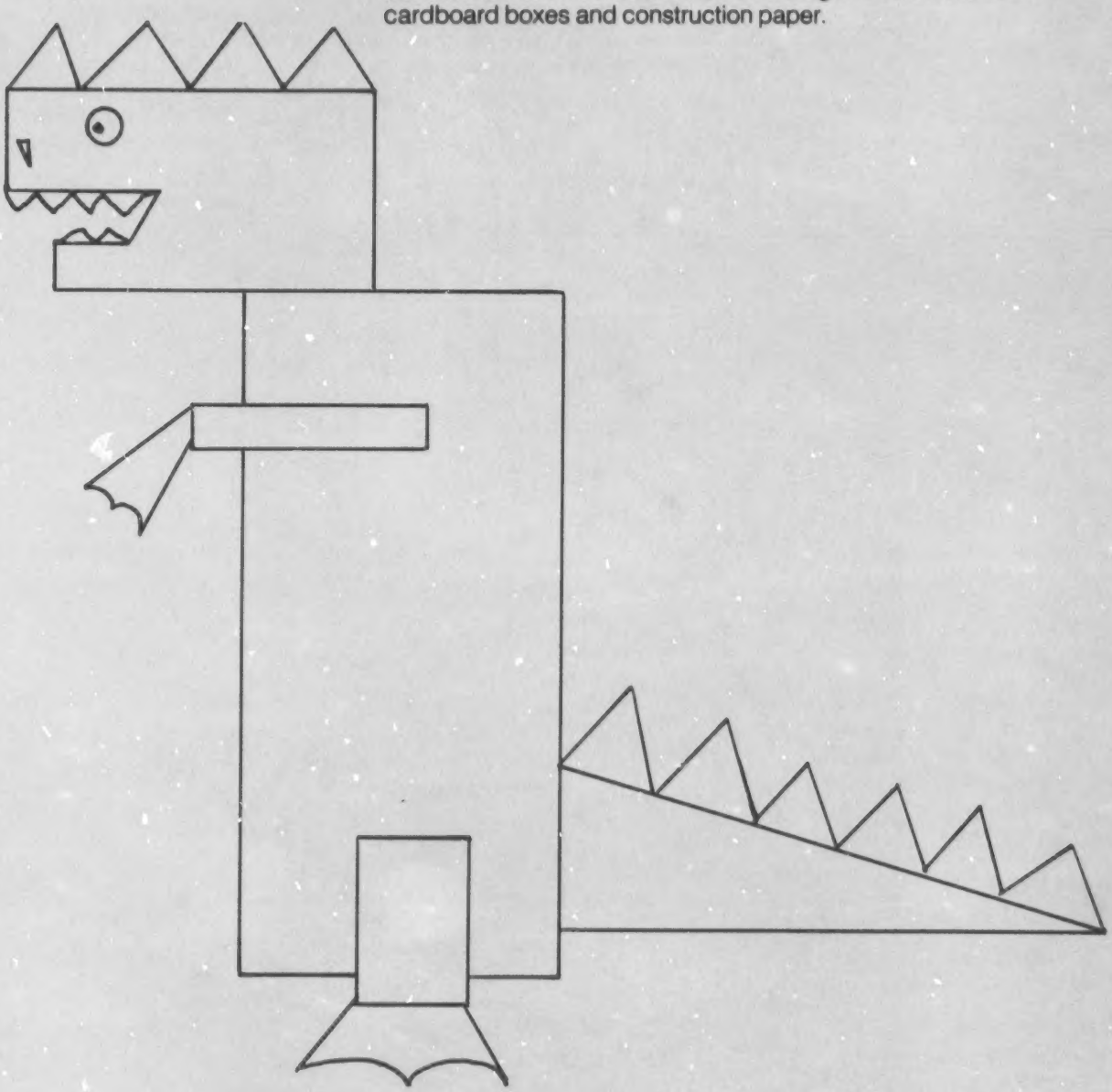
Head



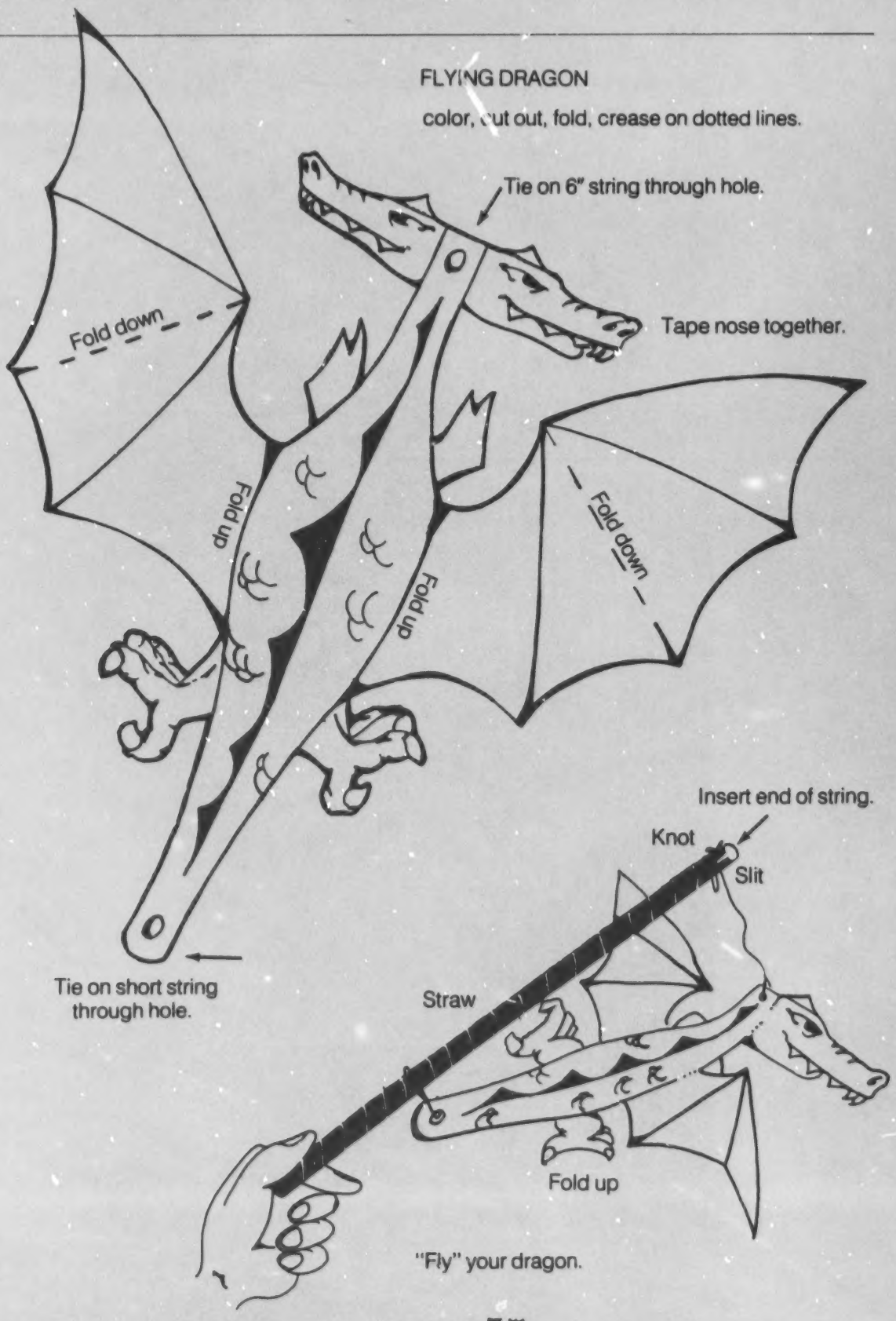

Right Front Leg
Left Front Leg
Back Legs
Tail

Proclaim a "Fairies, Giants, and Trolls Week." Decorate the library or classroom with giant and miniature books made out of refrigerator boxes and other boxes. Have the children use shelf or butcher paper to cover the "books" and draw appropriate jacket designs.

Let older children construct their own dragon or creature from cardboard boxes and construction paper.

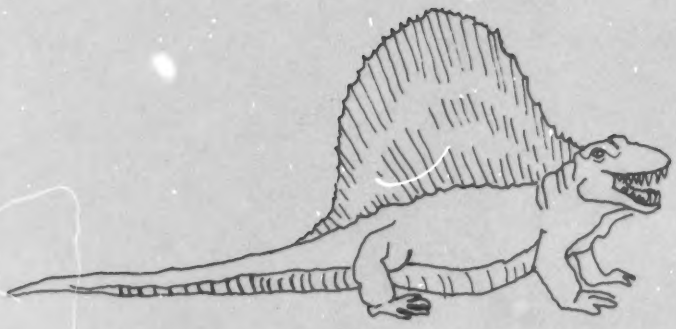


Make "flying dragons" using the pattern and directions on the following page.

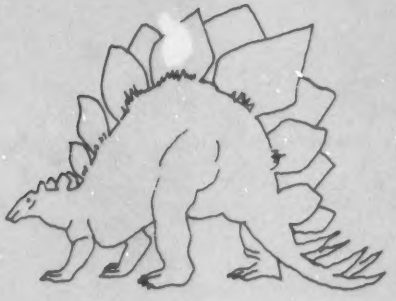

FLYING DRAGON
color, cut out, fold, crease on dotted lines.
Tie on 6" string through hole.
Tape nose together.
Fold down
Fold up
Fold up
Fold down
Tie on short string through hole.
Insert end of string.
Knot
Slit
Straw
Fold up
"Fly" your dragon.

Elementary-age children are usually fascinated by stories of "dragons" that actually walked the earth. Plan a session or unit on dinosaurs. Include a visit to a museum to see these ancient animals or have someone speak to your group about varieties that once lived in your area.

Pterodactyl

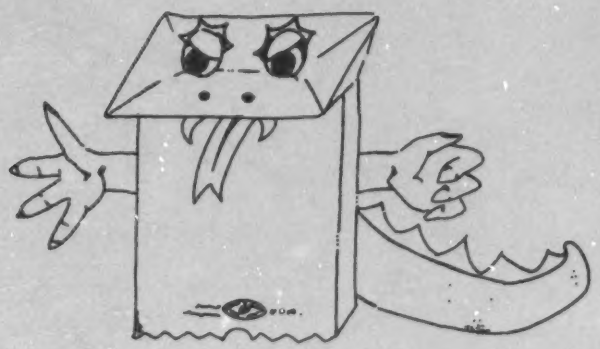


Dimetrodon



Stegosaurus

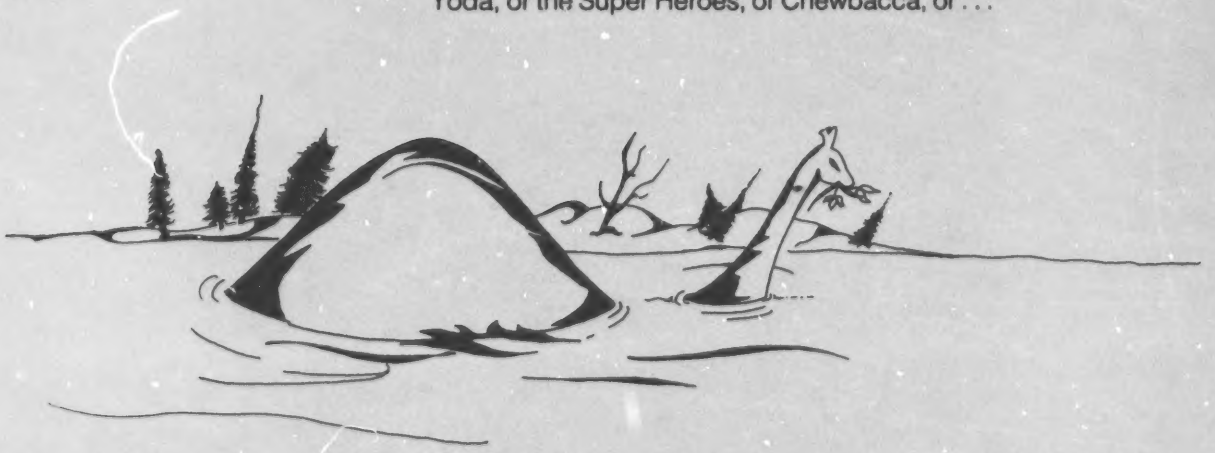
Younger children might enjoy making dragon paper bag puppets. For preschoolers, it might be best to have a variety of eyes, tongues, wings, and tails already cut from construction paper. Each child could select items for his/her dragon, color them, and glue, tape, or staple them into place. Older children could design and assemble their own puppets. Allow some time for imaginary play with the finished products or some type of puppet show in which all children could participate.



Cinnamon red-hots will give the children "dragon's breath." Have some on hand.

Good Times: Every Kid's Book of Things to Do by Marilyn Burns, Linda Allison, and Martha Weston (New York: Bantam Books, Inc., 1979) has a section on "Monsters and Frights." In it, the authors talk about old-time monsters as well as monsters in the news such as "Big Foot" and "Nessie," the Loch Ness monster. The book also includes a few monster riddles and gives directions for making a giant and a troll.

Perhaps the group you work with is more attuned to modern-day mythical creatures. If so, you'll find endless material on the lovable extraterrestrial ET or the ever-hungry Pac Man or Ms. Pac Man, or Yoda, or the Super Heroes, or Chewbacca, or . . .



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Balian, Lorna. *Leprechauns Never Lie*. Nashville, TN: Abingdon Press, 1980. Grades K–3.
This story tells how Ninny Nanny catches a leprechaun and attempts to get the treasured pot of gold in return for the leprechaun's freedom. *School Library Journal*, January 1981, p. 46.

Bloch, Marie H. *Ivanko and the Dragon*. New York: Atheneum Publishers, 1969. Out of print. Grades K–3.
This book is about a childless old couple who place a stick of wood in a cradle and rock it and sing to it and love it so much that the stick turns into a little boy. When Ivanko is grown, he goes fishing to help his parents and is carried off by a she-dragon. Of course, his merry wits keep him out of the roasting pan and return him home safely. *Horn Book*, October 1969, p. 528.

Blumberg, Rhoda. *The Truth About Dragons*. New York: Four Winds Press, 1980. Grades 3–5.
These legends (fancifully presented as facts) discuss appearance, habits, and uses of Eastern and Western dragons. Included is a bibliography which lists rare, recent, foreign, and American sources. *School Library Journal*, August 1980, p. 60.

Climo, Shirley. *Piskies, Spriggans, and Other Magical Beings*. New York: Thomas Y. Crowell Co., 1980. Grades 4–6.
These are 9 tales of magical creatures including fairies, changelings, giants, and piskies. Each tale begins with a description of the magical being featured and then ends with superstitions associated with the creature. *School Library Journal*, February, 1981, p. 63.

Cressey, James. *The Dragon and George*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1979. Out of print. Grades K–3.
In this book, knights are sent to kill the last dragon, who turns out to be gentle and refuses to fight. When George's traveling circus comes to town, the dragon makes a pact with George to protect him. George pretends to kill the dragon to pacify the villagers. However, the dragon turns up in the end as an act in George's circus. *Booklist*, February 1, 1980, p. 767.

DePaola, Tomie. *The Knight and the Dragon*. New York: G. P. Putnam's Sons, 1980. Grades K–3.
This story is about a dragon and a knight who set out to kill each other but end up having a friendly outdoor barbecue instead. *Booklist*, June 15, 1980, p. 1531.

Domanska, Janina. *King Krakus and the Dragon*. New York: Greenwillow Books, 1979. Grades preschool–3.
This book tells about a simple shoemaker who manages to kill the dragon which settles down on King Krakus's riverbank. For doing this, the king appoints him court shoemaker. *Booklist*, October 1, 1979, p. 274.

Donnison, Polly. *William the Dragon*. New York: Coward, McCann & Geoghegan, Inc., 1973. Out of print. Grades K–2.
This book, written and illustrated when Donnison was 11 years old, consists of 5 brief dragon stories about William, who hatches out of an enormous green-speckled egg and comes to live with Lady Wilmount. *Library Journal*, December 15, 1973, p. 3699.

Gannett, Ruth. *The Dragons of Blueland*. New York: Dell Publishing Co., Inc., 1980. Grades 1–4.

This is a sequel to *My Father's Dragon*, which tells of Elmer going to the South Seas and rescuing an overworked dragon with the help of chewing gum, toothpaste, and lollipops. *Elementary School Library Collection*, 1979 (12th ed.), p. 433.

———. *Elmer and the Dragon.* New York: Dell Publishing Co., Inc., 1980. Grades 1–4.
This book continues Gannett's *My Father's Dragon* and tells how Elmer and the dragon landed on an island inhabited by escaped canaries and cured King Can and his subjects, all of whom were sick with curiosity. *Booklist*, November 15, 1950, p. 120.

———. *My Father's Dragon.* New York: Dell Publishing Co., Inc., 1980. Grades 1–4.
This book is about a young boy who is determined to rescue a poor baby dragon who is being used by a group of lazy wild animals to ferry them across the river on Wild Island. (OCLC).

Gardner, John. *Dragon, Dragon, and Other Tales.* New York: Alfred A. Knopf, Inc., 1975. Grades 5–7.
This book includes 4 fairy tales featuring a dragon, a giant, a cunning mule, and a little chimney girl. (OCLC)

Godden, Rumer. *The Dragon of Og.* New York: Viking Press, Inc., 1981. Grades 4–5.
This book is about the Dragon of Og, a quiet beast who troubles no one until he runs afoul of Angus of Og, the stubborn new lord who has come to rule the castle lands. *Booklist*, February 1, 1982, p. 706.

Grahame, Kenneth. *The Reluctant Dragon.* New York: Holiday House, Inc., 1953. Grades 3–6.
This story tells about a boy who finds a dragon in the cave. He knows it is a kindly, harmless one, but how can he convince the frightened villagers and especially St. George the dragon killer that there is no call for concern? (OCLC).

Green, Roger Lancelyn, ed. *A Cavalcade of Dragons.* New York: Henry Z. Walck, Inc., 1971 [c.1970]. Out of print. Grades 4–7.
This is a collection of stories with 4 divisions: "Dragons of Ancient Days," "Dragons of the Dark Ages," "Dragons of Folklore," and "Dragons of Later Days." It contains traditional material taken from Greek and Roman myths, the Scandinavian sagas, medieval romances, and folk and fairy tales of different countries. *Horn Book*, June 1971, p. 283.

Heath, W. L. *The Earthquake Man.* New York: Beaufort Books, 1980. Grades 5–7.
This is the story of a troll who lives under a footbridge on the O'Grady farm. He is the prey of Sinn Fein, a tinsmith who specializes in troll catching, and a terrible battle ensues. *School Library Journal*, January 1981, p. 61.

Hoke, Helen, comp. *Dragons, Dragons, Dragons.* New York: Franklin Watts, Inc., 1972. Out of print. Grades 4–7.
This is a collection of 25 stories and 2 poems which celebrate the lore and legend of dragons—the good as well as the most fearful and bloodthirsty. The stories are international in scope and diverse in appeal. *Booklist*, September 15, 1972, p. 100.

Hopkins, Lee Bennett, sel. *Elves, Fairies, and Gnomes*. New York: Alfred A. Knopf, Inc., 1980. Grades K–4.
This is a selection of 17 poems, stanzas, or prose lines on magical fairy folk. *School Library Journal*, April 1980, p. 94.

Jeschke, Susan. *Firerose*. New York: Holt, Rinehart and Winston, Inc., 1974. Out of print. Grades K–2.
This book tells the story of Zora, a fortune-teller, who loves the beautiful baby girl who is left on her doorstep. She names her Firerose. Firerose is unusual because of her dragon-like tail and her ability to breathe fire and, for these reasons, she is not allowed to enter school. But the problem is solved when Zora takes Firerose on a trip to Dragon City. *Elementary School Library Collection*, 1979 (12th ed.), p. 570.

Kahl, Virginia. *How Many Dragons Are Behind the Door?* New York: Charles Scribner's Sons, 1977. Grades K–3.
This story is about Gunhilde, the youngest of a large medieval family, who gets separated from the family and wishes for a playmate. She manages to find a friendly lady dragon whom she smuggles into the castle and sets off a series of hilarious problems. *Publisher's Weekly*, April 18, 1977, p. 61.

Kent, Jack. *The Once-Upon-A-Time Dragon*. New York: Harcourt Brace Jovanovich, Inc., 1982. Grades preschool–2.
This is a tale about an amicable dragon, Blithe, who decides he would like to be a man and attempts to do so by responding to a body-building advertisement that says "Be the man you want to become." *Bulletin of the Center for Children's Books*, January 1983, p. 92.

———. *There's No Such Thing as a Dragon*. New York: Golden Press, 1975. Grades K–2.
In this story, when Billy reports to his mother that he has found a small dragon in his room she replies, "There's no such thing as a dragon!" Billy tries hard to ignore this dragon despite the fact that it continues to grow until, one day, the dragon outgrows the house and takes it with him. *School Library Journal*, November 1975, p. 64.

Kimmel, Margaret Mary. *Magic in the Mist*. New York: Atheneum Publishers, 1975. Grades K–3.
This is a story about a Welsh boy who is studying to be a wizard, but only a few of his spells are successful. He and his toad friend, Jeremy, discover a dragon one day and that moment of magic creates new music for the 2 friends to sing.

Kuskin, Karla. *Dogs and Dragons, Trees and Dreams: A Collection of Poems*. New York: Harper & Row Publishers, Inc., 1980. Grades 1–6.
This book brings together Kuskin's poems written between 1958 to 1975, with short notes which aid in the appreciation of poetry. The result is an engaging conversation between poet and reader, a unique experience in poetry collections.

Langton, Jane. *The Fledgling*. New York: Harper & Row Publishers, Inc., 1980. Grades 3–7.
This story tells about Georgie, a young girl who yearns to fly and believes she can, much to the chagrin of her family. One night, the Goose Prince carries her away to Walden Pond, where her dream does come true, and she learns to fly.

Manning-Sanders, Ruth. *A Book of Dragons*. New York: E. P. Dutton, 1965. Out of print. Grades 3–6.
This book contains 14 stories about many different kinds of dragons—kindly beasts, proud beings who control the weather, and even bad and savage dragons who have to be killed or outwitted. *Elementary School Library Collection,* 1979 (12th ed.), p. 82.

Manning-Sanders, Ruth, comp. *A Book of Spooks and Spectres*. New York: E. P. Dutton, 1980. Grades 2–6.
This is a collection of 23 ghost stories from various cultures. A uniquely compiled wealth of folklore.

Marshall, Edward. *Troll Country*. New York: Dial Press, 1980. Grades 1–3.
This story is about a wife and daughter who, to the dismay of a disbelieving husband and father, enter Troll Country where they encounter and easily outwit a troll. *School Library Journal,* May 1980, p. 81.

Mayer, Marianna. *The Unicorn and the Lake*. New York: Dial Press, 1982. Grades K–4.
In this book, when a serpent poisons the lake where all the animals drink, only the unicorn has the power to save them. *Booklist,* February 15, 1983, p. 779.

Meyers, Walter Dean. *The Dragon Takes a Wife*. Indianapolis, IN: Bobbs Merrill Co., Inc., 1972. Grades 2–4.
This is a witty and amusing account of Mabel Male, a swinging fairy, who offers advice to Harry, a dragon, enabling him to battle a knight and win a wife.

Nash, Ogden. *Custard the Dragon*. Boston: Little, Brown & Co., 1961. Grades K–3.
In this story, Custard proves that he is not a cowardly dragon when Sir Garagoyle, a wicked knight, comes and carries off Belinda on his snorting steed. *Horn Book,* October 1961, p. 434.

Nesbit, Edith. *The Complete Book of Dragons*. New York: Macmillan Publishing Co., Inc. Out of print. Grades 5–8.
This book contains 10 tales of dragons. Some of the dragons are frightening, some are stupid, and some are quite tame. In all the tales, the unexpected happens, and the unlikely hero overcomes or befriends the dragon. *Elementary School Library Collection,* 1979 (12th ed.), p. 393.

———. *The Last of the Dragons*. New York: McGraw-Hill Book Co., 1980. Grades K–4.
This story is about a princess who faces the last of the dragons, thinking he is ferocious, only to find him to be tame. The princess and her husband end up taking him in as a pet, and the dragon turns out to be a useful babysitter and airplane. *Bulletin of the Center for Children's Books,* February 1981, p. 115.

Pavey, Peter. *One Dragon's Dream*. Scarsdale, NY: Bradbury Press, 1979. Grades preschool–2.
This is the story of a dragon's dreamworld, unfolding as whimsical verse which leads viewers on a fantastical journey through numbers 1 to 10. *Booklist,* October 1, 1979, p. 280.

Peet, William. *How Droofus the Dragon Lost His Head*. Boston: Houghton Mifflin Co., 1971. Grades K–3.
In this book, Droofus, a dragon without a family, is on his own until he is injured in an electrical storm and is taken in by a farm family. The king, hearing about Droofus, wants the dragon's head, but after long discussions, the king agrees just to pay Droofus on festival days to play a living trophy. *Horn Book*, June 1971, p. 279.

Sargent, Sarah. *Weird Henry Berg*. New York: Crown Publishers, Inc., 1980. Grades 4–6.
This is the story of a child named Henry who, until a lizard hatched on his bureau, was a solitary child figure—a misfit. Once it is revealed that the lizard is a dragon, Henry must defend his discovery against a university professor and another dragon who has come to rescue Vincent and take him home. The decisions Henry makes change his life.

Scarry, Richard. *Peasant Pig and the Terrible Dragon*. New York: Random House, Inc., 1980. Grades preschool–1.
As typical of all scary books, there is much to look at. The setting of the book is in the Middle Ages and the story concerns the rescue of Princess Lily by Peasant Pig. *School Library Journal*, February 1981, p. 59.

Selfridge, Oliver G. *Trouble with Dragons*. Reading, MA: Addison-Wesley Publishing Co., Inc., 1978. Grades 4–6.
This is a story about a prince who cannot marry until his betrothed has slain a dragon. Three courageous, confident princesses agree to try. Arnanda and Belinda are gobbled up by the dragon. Celia, who is less rash, pauses for dragon research, traps the beast, and wins the prince. *Elementary School Library Collection*, 1979 (12th ed.), p. 498.

Shub, Elizabeth. *Seeing Is Believing*. New York: Greenwillow Books, 1979. Grades 1–3.
In this story, no one believed in leprechauns or piskies, because they had never seen them. But Tom had, and he was tricked by them. Two short stories, "The Leprechaun's Trick" and "Pisky Mischief," are in easy-to-read format.

Wallace, Daisy, ed. *Fairy Poems*. New York: Holiday House, Inc., 1980. Grades 4–6.
This is a collection of 17 poems of fantastical fairies and sprites and their magic. *School Library Journal*, May 1980, p. 72.

Warburg, Sandol Stoddard. *Saint George and the Dragon*. Boston: Houghton Mifflin Co., 1963. Out of print. Grades 6–9.
This book is adapted from Edmund Spenser's story of the Red Cross Knight and his adventures with the fair Una, the wicked Archimago, and the False Duessa. *Library Journal*, September 15, 1963, p. 3370.

Weinberg, Larry. *Dragonslayer*. New York: Random House, Inc., 1981. Grades 4–7.
This book, based on the Disney movie of the same title, tells how a young sorcerer's apprentice sets out to rid the world of the last of its great dragons. *Booklist*, June 1, 1981, p. 1297.

Williams, Jay. *Everyone Knows What a Dragon Looks Like*. New York: Four Winds Press, 1976. Grades K–3.
In this story, wild Horsemen of the North are rumored to attack, so the Mandarin's advisors decide that prayers to the Great Cloud Dragon would

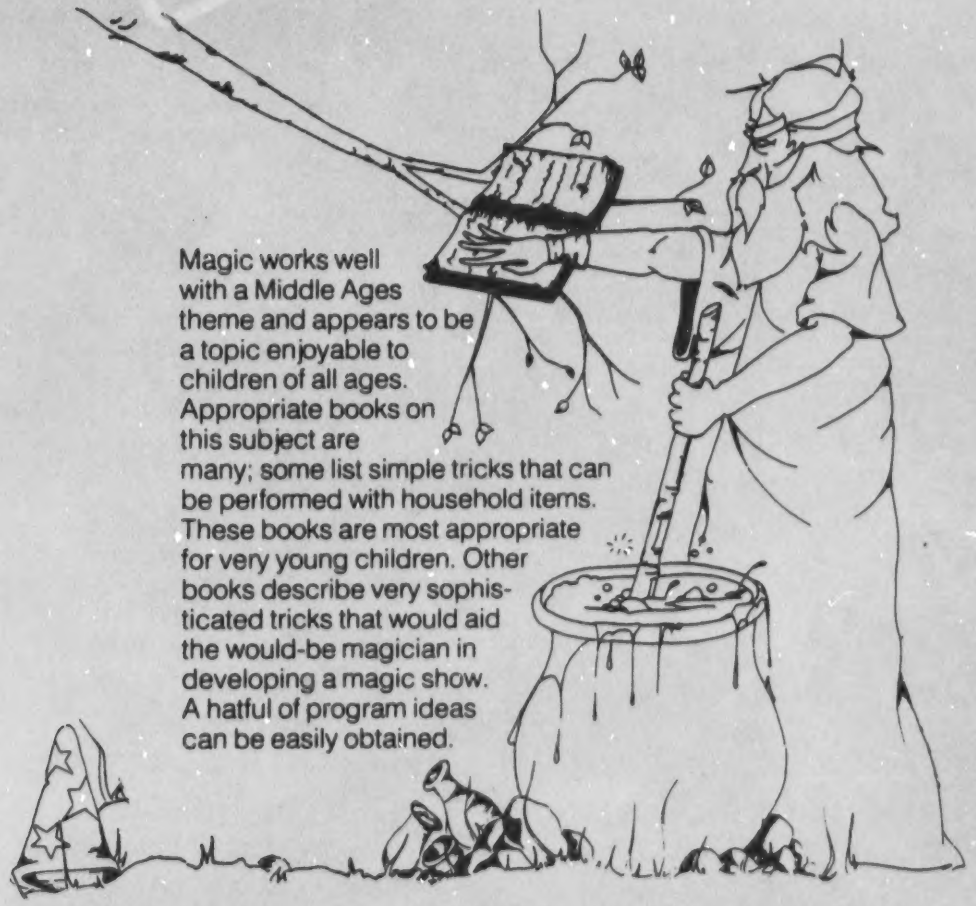
be the best way to save the city. The Dragon comes in the guise of an old man, and the advisors refuse to believe him. Only Han, a young gate-keeper, offers hospitality to the old man. For this, the Dragon saves the city. *Booklist*, September 15, 1976, p. 182.

Winthrop, Elizabeth. *Journey to the Bright Kingdom*. New York: Holiday House, Inc., 1979. Grades 4–6.
This is the story of a young girl who discovers Kakure-sato, a magical kingdom ruled by mice, where there is no sadness or sickness. Kiyo takes her blind mother on a journey there, which gives her mother renewed courage.

Yep, Laurence. *Dragon of the Lost Sea*. New York: Harper & Row Publishers, Inc., 1982. Grades 5–8.
This is a fantasy-quest story about the relationship between a she-dragon and a young boy. Together, they quest for the evil Civet who, years before, had stolen the waters in which the dragon's people had lived. *Bulletin of the Center for Children's Books*, November 1982, p. 59.

Yolen, Jane. *Greyling*. Mountain View, CA: World Publishing Co., 1968. Grades K–3.
In this story from Scotland, fisherfolk adopt a Selchie, who is a boy on land who turns into a seal when he returns to the sea. Knowing this, they try to keep him away from the water. One day, he must rescue his father and, by doing so, relinquishes his life on the land.

Magic Tricks and Potions



Magic works well with a Middle Ages theme and appears to be a topic enjoyable to children of all ages. Appropriate books on this subject are many; some list simple tricks that can be performed with household items. These books are most appropriate for very young children. Other books describe very sophisticated tricks that would aid the would-be magician in developing a magic show. A hatful of program ideas can be easily obtained.

Activities

There are many interesting recipes that could be used for one or several magic sessions. *Concoctions* by Lowi Price and Marilyn Wronsky (New York: E. P. Dutton, 1976. Out of print. Grades 3–6) provides instructions to make such creations as a simple copy solution to make prints from comics, invisible ink, and creeping crystals.

Make coal castles. Children of all ages will love to watch these castles take shape. Use a rather large, shallow ceramic or glass dish, such as a platter, to hold the coal. Or you can use broken bits of brick, porous rocks, pieces of sponge—anything that will absorb the solution. But don't use metal of any kind—you might ruin a good pan.

Thoroughly soak the pieces of coal or broken bits in water. (If you use a sponge, wring out the excess water before using.) Arrange them to your liking in the dish, placing some on top of others.

If you want your creation to look like a flower garden, cut the stems off small, plastic flowers and stick these among the rocks.

Next, mix 4 tablespoons of water, 4 tablespoons of old-fashioned liquid laundry bluing, and 4 tablespoons of household ammonia in a glass cup. The castle will not form properly unless you use *old-fashioned* bluing.

Pour the mixture over the wet rocks, making sure they are evenly dampened. Put a drop or 2 of various shades of food coloring and a drop or 2 of undiluted bluing on some of the rocks for added color.

Then sprinkle 4 tablespoons of salt over the chunks, again covering them evenly.

If you are making a large garden, you may need to double all of the above ingredients. The goal is to cover the chunks completely.

Within a matter of hours, your garden will begin to develop. Tiny little "snowflakes" will appear. However, should your garden take a little longer, don't despair and think it isn't going to do anything. It will—just give it time.

The rocks eventually will be completely covered with crystallites. After about 2 days, mix 2 tablespoons of water and 2 tablespoons of ammonia and pour into the dish. Pour the mixture in carefully so you won't disturb any of the existing growth.

If for some reason, the castle accidentally gets knocked down, it can be repaired. Leave the powdery mixture in the bowl and add some of the original "formula" to the rocks. The crystallites will re-form and take on new beauty.

One word of caution: Don't let any of the crystals grow beyond the edge of the bowl. Keep them wiped off because they might damage the furniture, especially marble.

Hold a magic workshop. Have a parent or individual from the community who knows some magic put on a demonstration for the children as well as teach a few simple tricks. For larger groups, the children might be divided by age levels to suit the difficulty level of the tricks. At the end of the workshop, allow the children to perform tricks in front of the group.

For refreshments, serve "Mystery Message Cookies." Write messages on small pieces of paper and slip them into the cookies before they are baked.

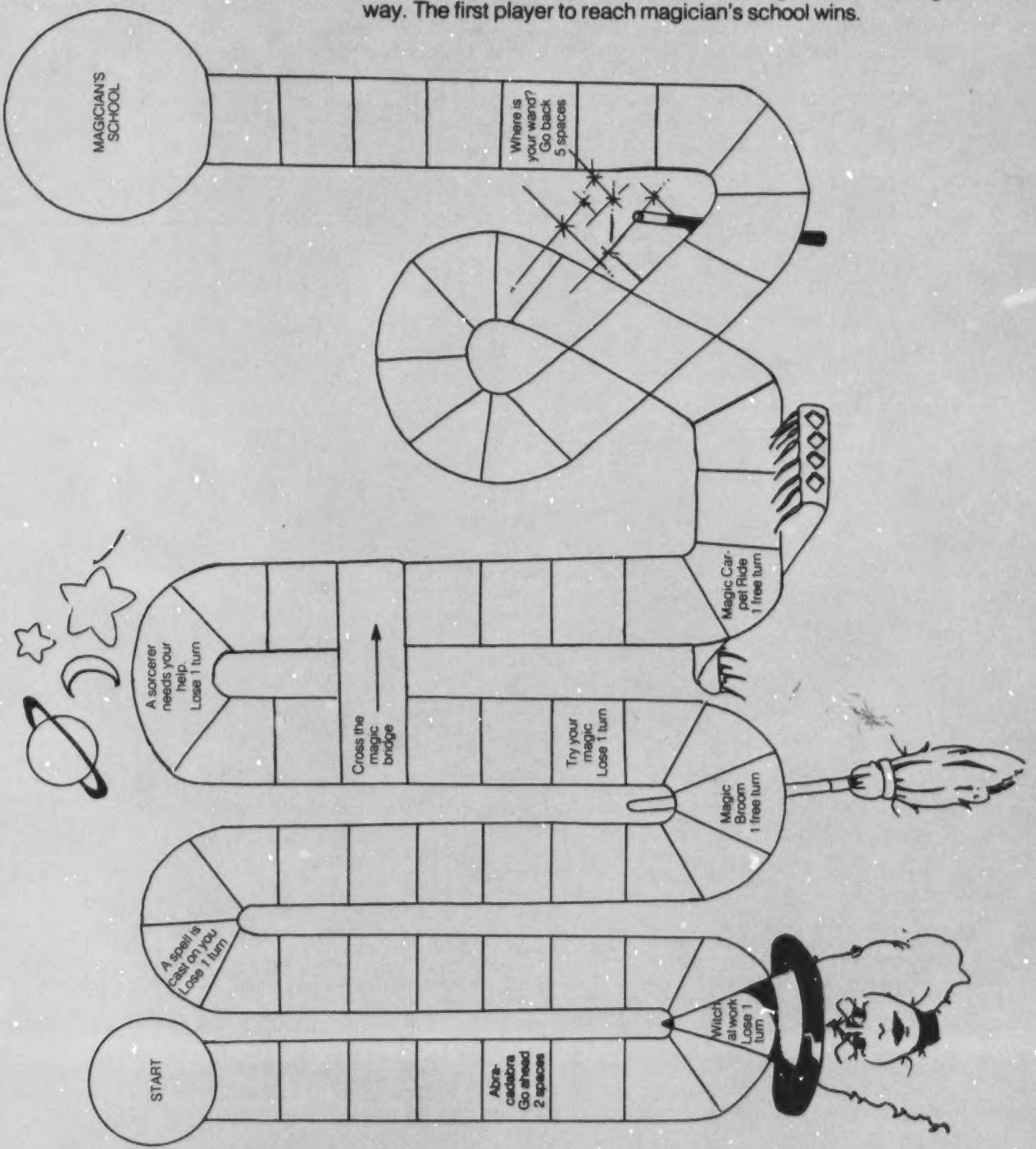
Put a secret message inside a balloon. The person who pops that balloon has to act out what the message describes.

Conduct a program on codes and secret writings.

Hold a "Mr. Wizard" demonstration. Make arrangements with a chemistry or physics teacher from a local school to have some students demonstrate science fair projects.

Magician's School Game

Play the magician's school game with the following game board. Can you find your way to magician's school? Watch out for the good spells and bad spells along the way! Use a button, piece of corn, or other object for each player's marker. Throw a die for each turn. Move the number of spaces shown, following directions along the way. The first player to reach magician's school wins.


MAGICIAN'S SCHOOL
Where is your wand? Go back 5 spaces
Magic Carpet Ride 1 free turn
A sorcerer needs your help Lose 1 turn
Cross the magic bridge
Try your magic Lose 1 turn
Magic Broom 1 free turn
A spell is cast on you Lose 1 turn
Witch at work Lose 1 turn
START
Abracadabra Go ahead 2 spaces

Merlin's Magic Mind Reading

Here is a very old magician's trick that still fools many people. The idea is to make people think you are reading their minds when they think of a number. Here's how: (1) Either cut out the boxes below and paste them on pieces of cardboard, or copy them directly onto pieces of cardboard. Place the cards on a table. (2) Ask your subject to think of a number between one and 100, then, without telling you what it is, have him/her point to each card that contains that number. (3) Now, wave your hands around, look very mysterious and thoughtful for a while, and then you are ready to recall the number. (4) The secret? Simply add together the numbers on the top left corner of each of the cards pointed out by the subject, and you've got the answer. Imagine how difficult it must have been to invent this trick before the age of computers.

2	22	42	62	82
3	23	43	63	83
6	26	46	66	86
7	27	47	67	87
10	30	50	70	90
11	31	51	71	91
14	34	54	74	94
15	35	55	75	95
18	38	58	78	98
19	39	59	79	99

1	21	41	61	81
3	23	43	63	83
5	25	45	65	85
7	27	47	67	87
9	29	49	69	89
11	31	51	71	91
13	33	53	73	93
15	35	55	75	95
17	37	57	77	97
19	39	59	79	99

4	15	30	45	60	71
5	20	31	46	61	76
6	21	36	47	62	77
7	22	37	52	63	78
12	23	38	53	68	79
13	28	39	54	69	84
14	29	44	55	70	85

16	24	48	56	80	88
17	25	49	57	81	89
18	26	50	58	82	90
19	27	51	59	83	91
20	28	52	60	84	92
21	29	53	61	85	93
22	30	54	62	86	94
23	31	55	63	87	95

8	24	40	56	72	88
9	25	41	57	73	89
10	26	42	58	74	90
11	27	43	59	75	91
12	28	44	60	76	92
13	29	45	61	77	93
14	30	46	62	78	94
15	31	47	63	79	95

64	70	76	82	88	94
65	71	77	83	89	95
66	72	78	84	90	96
67	73	79	85	91	97
68	74	80	86	92	98
69	75	81	87	93	99

32	38	44	50	56	62
33	39	45	51	57	63
34	40	46	52	58	96
35	41	47	53	59	97
36	42	48	54	60	98
37	43	49	55	61	99

Set up a minilaboratory to conduct magic tests of the senses. Use the suggested ideas below and other experiments from *More Science Experiments You Can Eat* by Vicki Cobb (Philadelphia, PA: J. B. Lippincott Co., 1957. Grades 5–7.)

SOME EXPERIMENTS

1. Fill small jars with pieces of cotton saturated with mystery smells (such as orange, peppermint, lemon, pickle, baby powder, cinnamon). Have the children smell the clues to guess what each jar contains.

2. Mix a synthetic cola using 5 tablespoons of sugar, 5 teaspoons of vanilla extract, 5/8 teaspoons of cinnamon, and 2 1/2 cups of club soda. Add ice.

   Choose 5 or 6 children to try a taste test. Blindfolded, have the children taste several brands of cola, including the synthetic mixture. (Be sure all of the colas have ice in them.) Can they identify the experimental cola?

3. Have several children who are blindfolded taste cola and lemon-lime soda, with ice. Can they tell the difference? Try the same test with children who are blindfolded and wearing noseclips.

4. Using swimmers' noseclips and blindfolds, experiment with several children to see if they can tell the difference between chocolate and vanilla ice cream. Is it easier to tell the difference when the ice cream is frozen or melted?

5. By finely chopping a mixture of about 1/2 cup of fresh green peas with 2 tablespoons of brown sugar and half of a peeled and cored apple, the aroma of fresh strawberries can be simulated. Blindfold several children; have them smell the mixture and identify the smell. Let them smell fresh chopped strawberries to see if the 2 smells are the same. (A blender may be used to chop.)

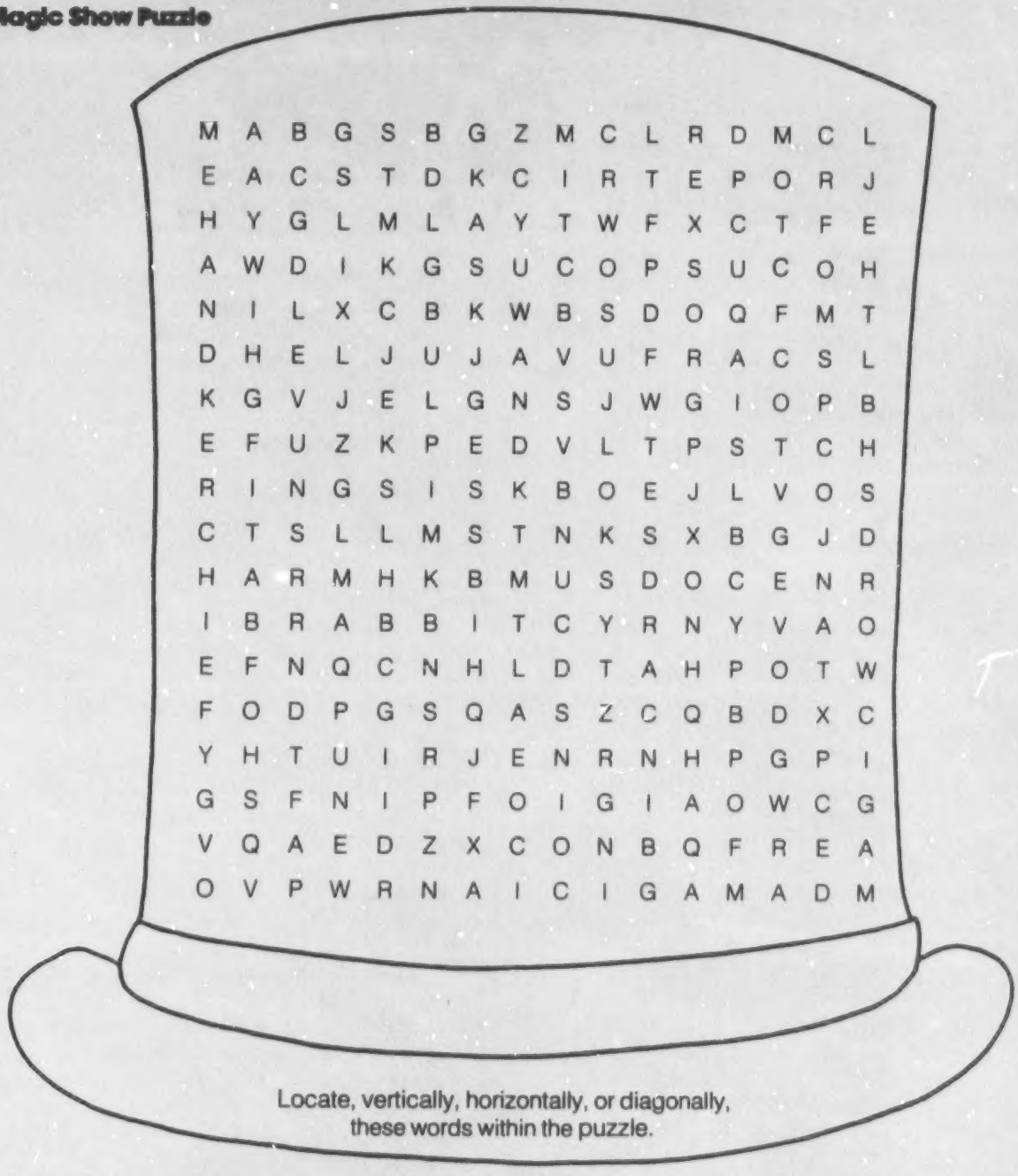
6. To discover what salt does to sweet food, try this experiment: Prepare bite-size pieces of honeydew or cantaloupe melon. Divide the pieces and put them on 2 separate plates. Lightly salt the pieces on one plate. Without identifying which plate contains the salted pieces, ask several children to taste them, rinsing the mouth between bites, and to identify which is sweeter.

7. Finely grate apple, potato, and onion onto plates. Blindfold several children, and have them put on noseclips. Put a small amount (1/4 teaspoon) of the sample food on the tongues of the children, and have them roll the food around in their mouths without chewing. Have the children rinse their mouths between samples. Present the foods in a random order, and see if the children match the foods with the scentless taste.

8. Have older children use some of the magic books listed at the end of this section and select and practice their own tricks. When they are ready, let them put on their own short magic show for the whole group or for various classes.

9. For a guessing game, put stick candies (magic wands) inside a clear round container (crystal ball) and see who can come closest to guessing the actual number inside. The winner receives the magic wands!

Magic Show Puzzle



M A B G S B G Z M C L R D M C L
E A C S T D K C I R T E P O R J
H Y G L M L A Y T W F X C T F E
A W D I K G S U C O P S U C O H
N I L X C B K W B S D O Q F M T
D H E L J U J A V U F R A C S L
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C T S L L M S T N K S X B G J D
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I B R A B B I T C Y R N Y V A O
E F N Q C N H L D T A H P O T W
F O D P G S Q A S Z C Q B D X C
Y H T U I R J E N R N H P G P I
G S F N I P F O I G I A O W C G
V Q A E D Z X C O N B Q F R E A
O V P W R N A I C I G A M A D M

Locate, vertically, horizontally, or diagonally, these words within the puzzle.

cards	dove	top hat	rope trick
magic	wand	vanish	hocus-pocus
scarf	spell	magician	handerkerchief
rings	coins	rabbit	magic words

Answers on page 85.

Merlin's Magical Crossword Puzzle

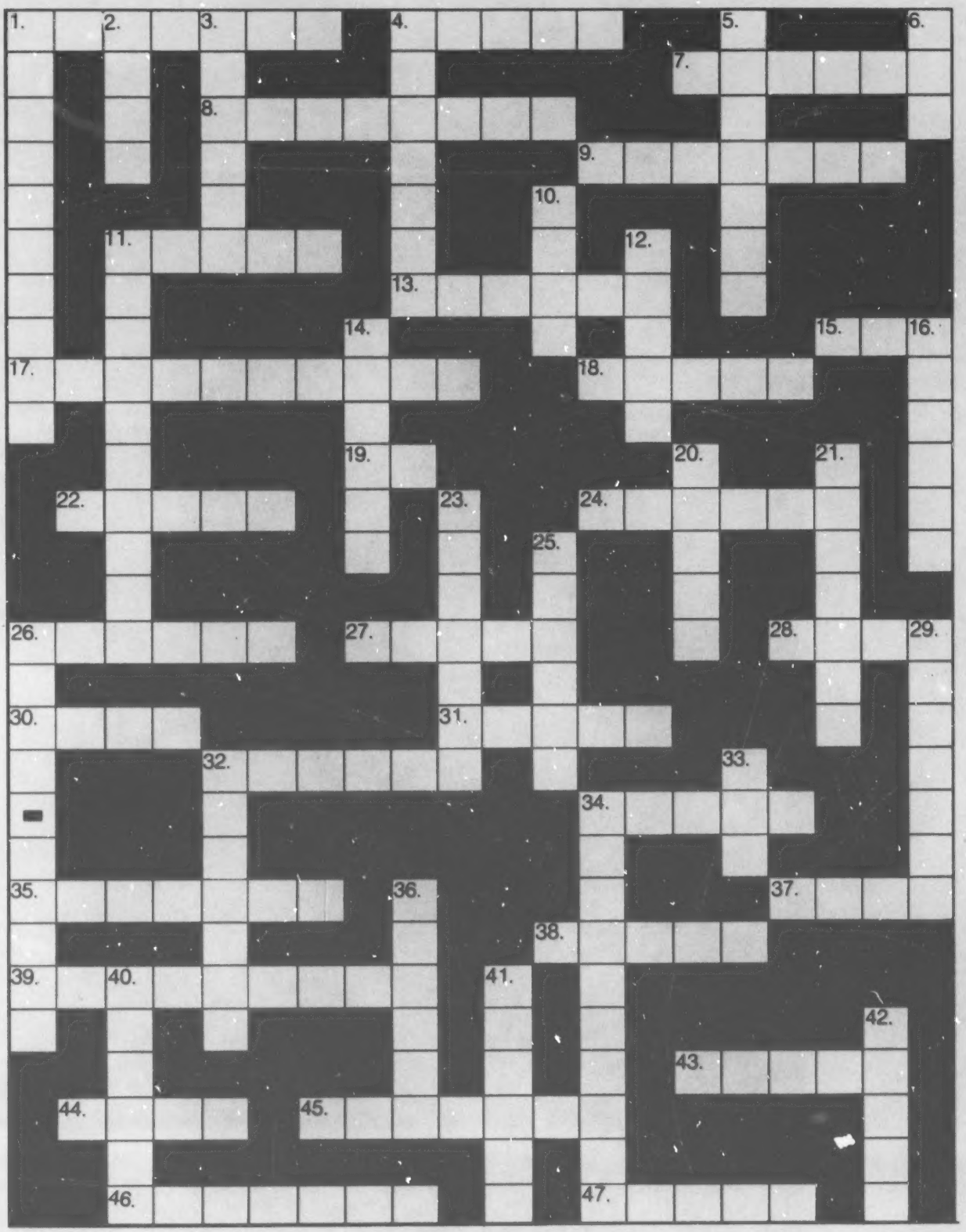
ACROSS

1. Shakespeare's queen of the fairies
4. Ancient king who had the golden touch
7. Merlin's king
8. A beautiful fairy-tale prisoner with long, blonde hair
9. Tolkien's wonderful wizard
11. The terrible dragon against which *The Hobbit* and his friends must battle
13. The evil witch in Ruth Nichol's *The Marrow of the World*
15. Raymond Briggs's brave young hero who helped the giant he found
17. Beautiful homeland of the tree elves in Tolkien's *Lord of the Rings* books
18. The hero of *The Hobbit*
19. Land ruled by the most famous wizard
22. Lloyd Alexander's king of evil and darkness
24. Fairy king of *A Midsummer Night's Dream*
26. Evil spider whom Frodo battles in Tolkien's *The Two Towers*
27. Mythical animal who is the hero of McHargue's *Stoneflight*
28. Farmer who helped raid Lloyd Alexander's pigkeeper turned hero
30. A member of the evil breed of cave-dwelling creatures who capture the dwarves in *The Hobbit* (singular form)
31. God-like animal who created C. S. Lewis's mythical land
32. Bartholomew Cubbin's foolish king
34. Lloyd Alexander's hero who rose from pigkeeper to king in a magic land
35. Dwarf hero of Alan Garner's *Moon of Gomrath*
37. Tolkien's ancient, noble race of talking trees
38. Hometown of the Wizard of Oz
39. King Arthur's sword
43. Resourceful magician's apprentice in Mercer Mayer's *The Special Trick*
44. Leader of the Norse Gods
45. Alan Garner's wise wizard in *Moon of Gomrath* and *Weirdstone of Brisingamen*
46. Lloyd Alexander's liberated princess
47. Went Through the Looking Glass to Wonderland

DOWN

1. Peter's friend and Wendy's rival
2. Dorothy's faithful, furry companion on the yellow brick road
3. C. S. Lewis's mythical, magical land
4. McCaffrey's heroine who teaches the fire dragons to sing
5. Lloyd Alexander's wonder-filled kingdom
6. John Bellair's good witch in *The House with a Clock in Its Walls*
10. Land of the dragon riders in Anne McCaffrey's books
11. A rare but huge and horrible enemy of Wil Huygen's *Gnomes*
12. Disappears into a crack in time in William Mayne's *Earthfasts*
14. The boy who is C. S. Lewis's *The Magician's Nephew*
16. Arthur's court wizard
20. Went to Never-neverland to tell stories to all of the lost boys
21. Mythological beast of great beauty and grace that has one horn in its head
23. Lloyd Alexander's bumbling *Wizard in the Tree*
25. Canine hero of Susan Cooper's *Grey King*
26. Hans Christian Andersen's evil enchantress with a heart of ice (2 words)
29. Brave elf who was a member of Tolkien's *Fellowship of the Ring*
32. The most infamous of all vampires
33. He journeyed across a night and a day to *Where the Wild Things Are*
34. Tiny fairy-tale heroine who nearly had to marry a mole
36. Wise, elfish master of Rivendell, the Last Homely House, in Tolkien's books
40. Boy who had no fear of goblins in George MacDonald's "Princess" books
41. Cunning, miserable creature who would do anything to get his ring back from *The Hobbit*
42. Sorceress ruler of *The Forgotten Beasts of Eld*

Answers on page 85.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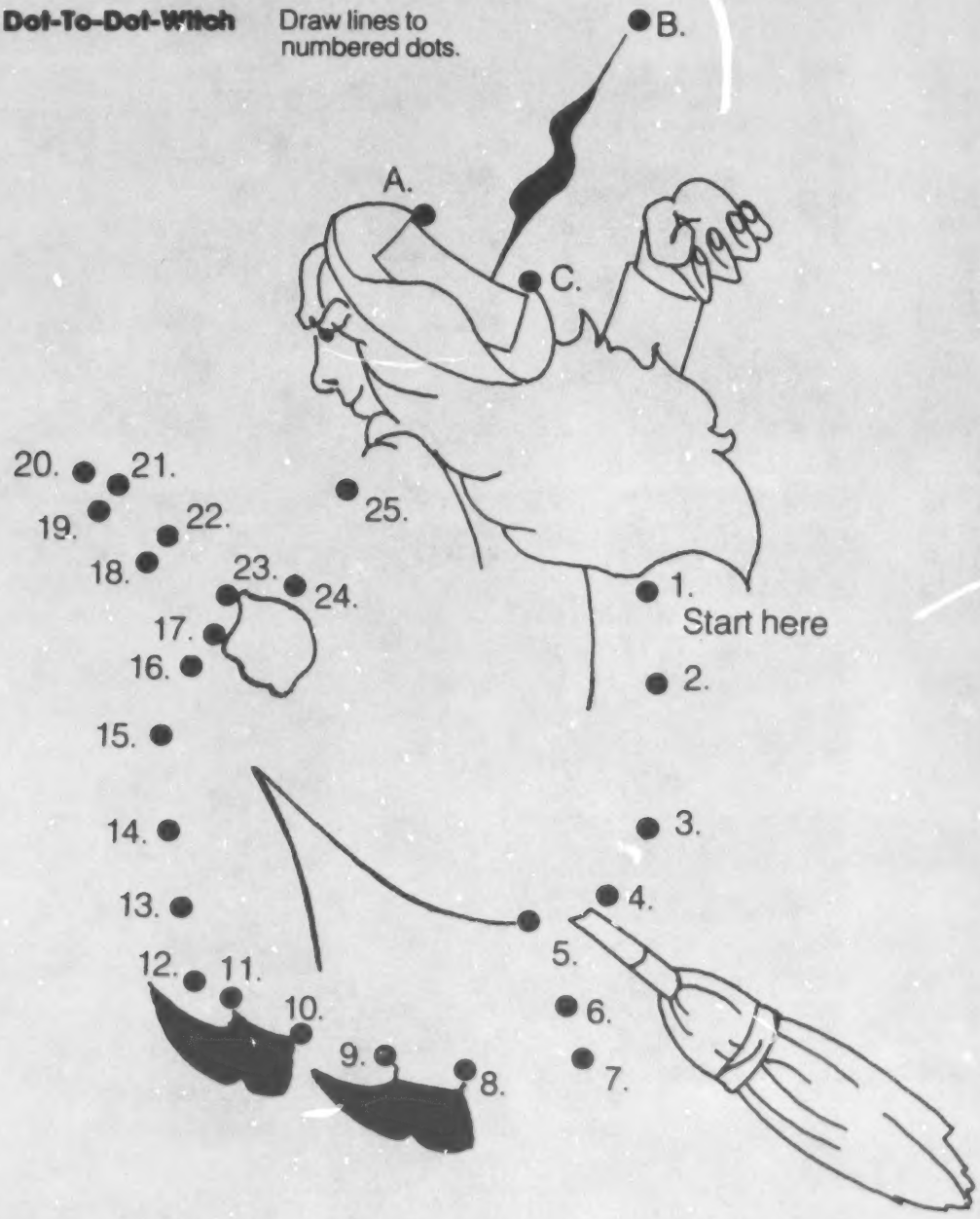
Dot-To-Dot-Witch Draw lines to numbered dots.

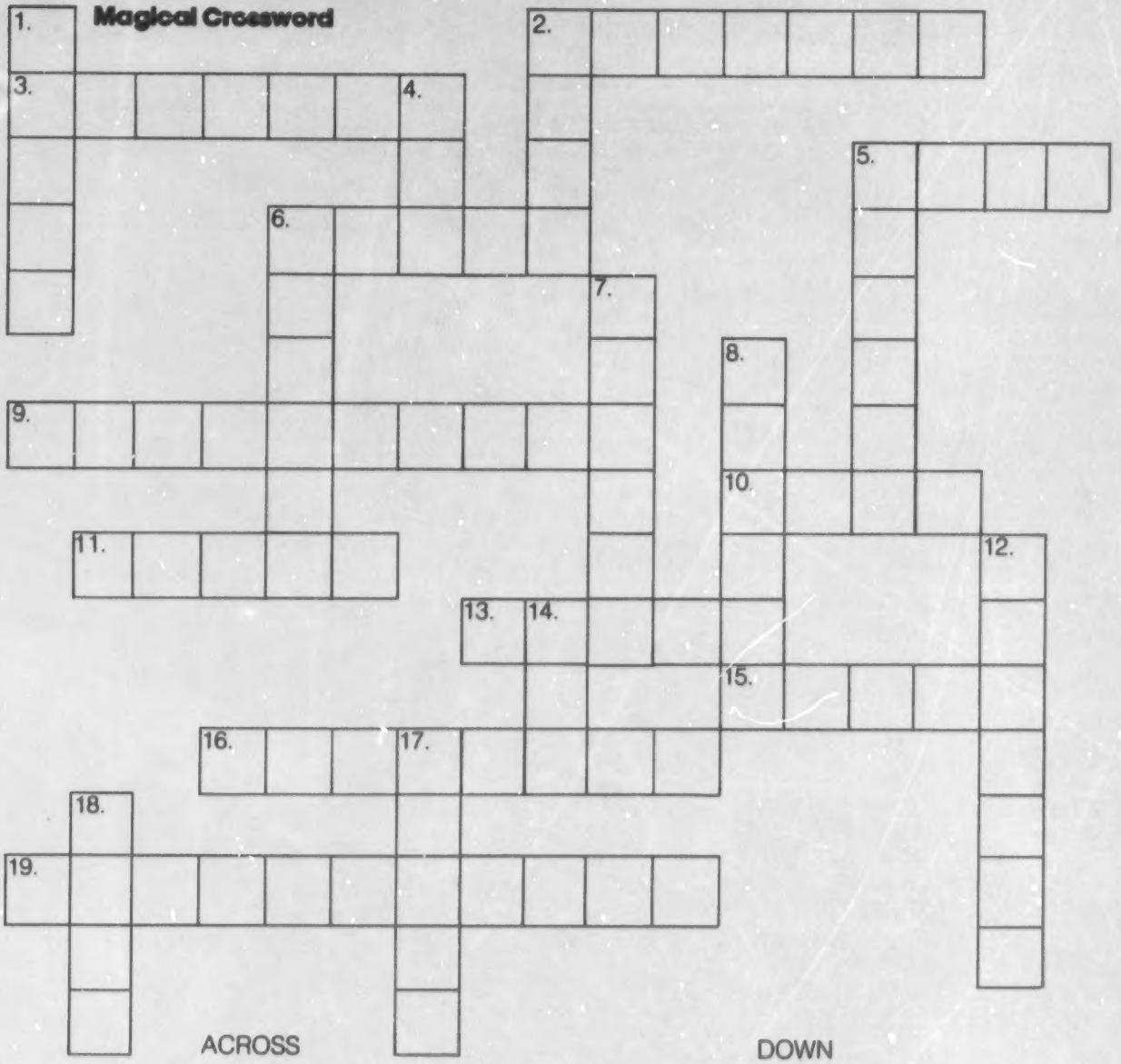


Magic Word Scramble Unscramble these magical words.

lelps	mechlasti	nojrreuc
thciw	rmahc	aaabrecdarba
iicagamn	pmi	azridw
eerrcosr	gmaci	priitss

Answers on page 86.

Magical Crossword



ACROSS

2. Lives in Loch Ness
3. Live in the Middle Earth
5. A magician waves one
6. She is said to fly through the air riding a broom
9. Luke Skywalker's foe (2 words)
10. Occupied a horse
11. Pegasus was a flying _____.
13. Appeared when Aladdin rubbed the lamp
15. Belonged to them
16. Animals having one horn
19. Some people carry one for luck (2 words)

DOWN

1. At Halloween it wears long white sheets
2. Lots
4. Opposite of stand
5. He casts spells
6. Magical creatures grant them
7. King Arthur's teacher
8. A magical ride would occur on a flying _____.
12. She has a finny tail
14. You hear with it
17. Police detectives work on them
18. Rabbits are pulled from them

Answers on page 86.

Bibliography

Adler, C. S. *The Magic of the Glits*. New York: Macmillan Publishing Co., Inc., 1979. Grades 5–8.
Tells the story of 12-year-old Jeremy, who upon finding out he has to take care of an 8-year-old girl whose mother just died, thinks his summer vacation is ruined. To keep them entertained, he invents the Glits, magical creatures who can grant wishes. To his surprise, he finds their magic is real, in a way he never imagined.

Alexander, Sue. *Marc the Magnificent*. New York: Pantheon Books, 1978. Grades K–3.
Contrasts the dreams of Marc becoming a famous magician with his real difficulty in learning his first trick.

Bang, Molly. *Tye May and the Magic Brush*. New York: Greenwillow Books, 1981. Grades 1–3.
Presents the story of Tye May, a Chinese orphan girl who has a magic paintbrush that enables her to battle an evil emperor. *Booklist*, March 15, 1981, p. 1036.

Baron, Harry. *Magic for Beginners*. New York: Funk and Wagnalls Publishing Co., 1967. Out of print. Grades 5–8.
Presents simple tricks that can be done with basic materials and are good for entertainment and laughs.

Broekel, Ray, and White, Laurence. *Now You See It: Easy Magic for Beginners*. Boston: Little, Brown & Co., 1979. Grades 1–3.
Offers many easy-to-learn magic tricks using items found around the house.

Broekel, Ray, and White, Laurence B. *Abraca-Dazzle: Easy Magical Tricks*. Chicago: Albert Whitman and Co., 1982. Grades 4–6.
Gives 25 magic tricks to learn to do with common household items such as pencils, cards, coins, cups, and rings. *Booklist*, May 15, 1982, p. 1254.

Covill, Bruce. *The Monster's Ring*. New York: Pantheon Books, 1982. Grades 4–6.
Tells how Russell buys a magical ring to ward off a town bully, but the ring causes him to turn into a monster. *Booklist*, December 1, 1982, p. 498.

De Paola, Tomie. *Strega Nonna*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975. Grades preschool–3.
Describes how Big Anthony becomes an apprentice to "Grandma Witch" and unwittingly covers the town with pasta when he misuses a magic pot.

Heller, Linda. *Alexis and the Golden Ring*. New York: Macmillan Publishing Co., Inc., 1980. Grades 1–4.
Alexis, while on his way to get married, stops to help an old woman, who gives him a ring in thanks. The ring turns out to have magical powers and makes his hazardous trip a safe one. *Booklist*, May 1, 1980, p. 1292.

Kobs, Betty, and Kobs, Douglas. *Magic: An Introduction*. Milwaukee, WI: Raintree Publishers, Ltd., 1976. Out of print. Grades 1–6.
Presents Mysto the Magnificent, who uses photos and illustrations to explain simple magic tricks to baffle one's friends.

Kooiker, Leoni. *The Magic Stone*. New York: William Morrow & Co., Inc., 1978. Grades 3–7.
Describes how Chris finds a magic stone that gives him the power to read minds. When his grandmother, who is a witch, discovers this, she works to make Chris her successor in a secret association.

Kronzek, Allan Zola. *The Secrets of Alkazar*. New York: Four Winds Press, 1980. Grades 5–9.
Teaches how to do magic tricks and discusses how to successfully perform in front of an audience. *School Library Journal*, December 1980, p. 61.

Lopshire, Robert. *It's Magic*. New York: Macmillan Publishing Co., Inc., 1969. Out of print. Grades K–2.
Shows guaranteed tricks that can be done with household items. An easy-reading book.

Rydell, Wendy, and Gilbert, George. *Great Tricks of the Master Magicians*. New York: Western Publishing Co., Inc., 1978. Grades 5–10.
Provides 150 mystifying tricks with step-by-step instructions on how they can be performed.

Steele, Mary Q. *Wish Come True*. New York: Greenwillow Books, 1979. Grades 4–6.
Tells how Meg saves a boring summer with her Great-Aunt Louise by finding a magic metal hoop in her great-grandfather's treasure box which enables her and her brother Joe to do amazing things like breathe under water. *Booklist*, September 1, 1979, p. 47.

Steig, William. *Gorky Rises*. New York: Farrar, Straus, & Giroux, Inc., 1980. Grades preschool–3.
Tells about Gorky the frog, who concocts a mixture which enables him to float through the sky and which turns a rock into an elephant. A funny story, with beautiful watercolor illustrations.

Stevenson, James. *The Wish Card Ran Out!* New York: Greenwillow Books, 1981. Grades 1–3.
Describes how Billy finds a credit card from International Wish, the corporation that bought out fairy godmothers, on his birthday and gets into much trouble when he goes over his limit. *School Library Journal*, March 1981, p. 137.

Van Allsburg, Chris. *The Garden of Abdul Gasazi*. Boston: Houghton Mifflin Co., 1979. Grades 1–2.
Tells the story of Alan, who is put in charge of a mischievous dog who leads him into the forbidden Garden of Gasazi, home of the retired magician. Both the dog and the boy must face the wrath of the enchanter. Superb pencil illustrations heighten the mystery.

Williams, Jay. *The Magic Grandfather*. New York: Four Winds Press, 1979. Grades 3–7.
Describes how, when Sam Limner accidentally causes his magician grandfather to be transported into another world, Sam must learn the magic needed to get him back. In the process, he learns there is more to life than television and that there is more to magic than what meets the eye.

Wyler, Rose, and Ames, Gerald. *Funny Magic: Easy Tricks for the Young Magician.* New York: Parents Magazine Press, 1972. Grades K–3.
Gives directions for performing a variety of simple magic tricks as well as for setting up a real show.

———. *Magic Secrets.* New York: Harper & Row Publishers, Inc., 1967. Grades K–3.
Reveals many magic secrets in simple text that can be understood easily by beginning readers.

Yaffe, Alan. *The Magic Meatballs.* New York: Dial Press, 1979. Grades preschool–3.
Presents the story of Marvin, who meets a man who gives him magical chopped meat. He discovers that it has a better effect on him than the other members of the family. The outrageous results of eating the meatballs and the realistic dialog have proven popular with children.

Additional Resources to Expand the Theme

The Magic of Real and Natural Realms

Adams, Florence. *Catch a Sunbeam: A Book of Solar Study and Experiments*. New York: Harcourt Brace Jovanovich, Inc., 1978. Grades 4–6.
This series of experiments ranges from the simplest use of the sun to tell time to the construction of a solar furnace. Each experiment is carefully explained step by step with diagrams. This book not only offers a scientific view, but one that is designed to raise awareness of the energy situation of the future.

Adkins, Jan. *Heavy Equipment*. New York: Charles Scribner's Sons, 1980. Grades 1–4.
Detailed drawings and brief text document the shape and function of machinery such as compactors, excavators, graders, crawlers, and cranes which work their mechanical magic on youngsters curious to know more about them.

Arnov, Boris. *Water: Experiments to Understand It*. New York: Lothrop, Lee and Shepard Books, 1980. Grades 4–7.
Properties of water are explained through simple activities developed by a science teacher for upper-elementary school-aged "explorers."

Arvego, Jose, and Dewey, Ariane. *We Hide, You Seek*. New York: Greenwillow Books, 1979. Grades K–3.
The magic of natural coloration camouflages East African creatures in a visual "game" for preschoolers; meanwhile, elementary school-aged children can learn the names and topographical regions for dozens of birds, animals, and reptiles.

Charlip, Remy, et al. *Handtalk: An ABC of Finger Spelling and Sign Language*. New York: Four Winds Press, 1974. Grades 1–5.
The magic of 2-way hand communication engages the curiosity and interest of hearing children who also can discover new skills with which to talk with persons who have hearing disabilities. Vigorous and lively in spirit, this popular book is illustrated with color photographs.

Cobb, Vicki. *The Secret of School Supplies*. Philadelphia, PA: J. B. Lippincott Co., 1981. Grades 5–8.
Commonplace school supplies such as paper, pencils, pens, paste, and erasers become the basis for fascinating scientific investigation. *Booklist*, December 15, 1981, p. 547.

Cobb, Vicki, and Darling, Kathy. *Bet You Can't! Science Impossibilities to Fool You*. New York: Lothrop, Lee and Shepard Books, 1980. Grades 4–7.

A series of impossible tasks that will stump everyone because they seem possible to perform. One impossibility illustrated is trying to make a candle flame pass through a metal strainer. Why the tricks cannot be done are explained in terms of physical principles. *Bulletin of the Center for Children's Books*, September 1980, p. 4.

Dowden, Ann Ophelia. *This Noble Harvest: A Chronicle of Herbs*. New York: William Collins Publishers, Inc., 1979. Grades 8–10.
Carefully developed colored illustrations and other graphics enliven an identification book on the history, characteristics, and uses (in religion, folklore, etc.) of herbs.

Florian, Douglas. *A Bird Can Fly*. New York: Greenwillow Books, 1980. Grades preschool–3.
The wonders of bird flight, of an ant crawling upside down, of a beaver cutting down a tree with its teeth, and other such phenomena are simply pictured and told for preschoolers.

Gallant, Roy A. *The Constellations: How They Came to Be*. New York: Four Winds Press, 1979. Grades 7–9.
A look at stars from a different perspective: how they got their names from mythology and legend. Star charts encourage exploration of the night sky.

Giblin, James, and Ferguson, Dale. *The Scarecrow Book*. New York: Crown Publishers, Inc., 1980. Grades 2–4.
The French called it "the terrifier." The Zuni Indians named it "the watcher of the corn sprouts." We called it a scarecrow, that figure made in many times and places to magically fool crop-eating creatures. Marvelous photographs illustrate fascinating information told in an interesting manner.

Grillone, Lisa, and Gennaro, Joseph. *Small Worlds Close-Up*. New York: Crown Publishers, Inc., 1978. Grades 3–5.
A look at everyday objects through a scanning electron microscope. The result is an amazing view of cork, snake skin, feathers, pins and needles, and more. Large black-and-white photographs invite scrutiny again and again.

Haas, Carolyn, et al. *Backyard Vacation: Outdoor Fun in Your Own Neighborhood*. Boston: Little, Brown & Co., 1980. Grades 3–6.
Child-tested ideas for crafts, games, cookery, relaxation, and even backyard camping will help long, hot summer days to be magically filled with activities costing only energy.

Jaspersohn, William. *How the Forest Grew*. New York: Greenwillow Books, 1960. Grades 1–3.
The natural magic of ecological succession from cleared farm field to dense forest is beautifully illustrated and simply explained.

Jobb, Jamie. *The Night Sky Book: An Everyday Guide to Every Night*. Boston: Little, Brown & Co., 1977. Grades 5–7.
Designed to turn readers on to the wonders of the night sky, as well as some ways to use the sun. A treasure chest of projects, games, and experiments that take little or no special equipment.

Jones, Eurfron Gwynne. *Television Magic*. New York: Viking Press, Inc., 1978. Grades 4–9.

Through the use of many photographs and diagrams, the magical illustrations television creates are explored. Shows all aspects of television, including technical effects used in shooting plays and animation.

Kettlekamp, Larry. *Your Marvelous Mind*. Philadelphia, PA: Westminster Press, 1980. Grades 4–6.
An introduction to elementary material on human brain functions. Shows a number of devices and games for training and improving one's memory. *Booklist*, February 15, 1981, p. 810.

Lerner, Carol. *On the Forest Edge*. New York: William Morrow & Co., Inc., 1978. Grades K–3.
Meadow and forest ecology simply explained in drawings and text describe the common field border and road ditch areas commonly taken for granted and reveal underbrush flora and fauna close by but "magically" unseen.

McAleer, Neil. *The Cosmic Mind-Boggling Book*. New York: Warner Books, Inc., 1982. Grades 5–12.
A book of intriguing though briefly stated facts about the universe that will tempt the scientifically minded browser. *Booklist*, January 1, 1983, p. 605.

MacClintock, Dorcas. *Horses as I See Them*. New York: Charles Scribner's Sons, 1980. Grades 6–9.
Shadow pictures abundantly illustrate the history, breeds, and uses of an animal which casts a lifelong magic spell for some children.

Marten, Michael, et al. *Worlds Within Worlds: A Journey into the Unknown*. New York: Holt, Rinehart and Winston, Inc., 1977. Out of print. Grades 5–12.
The cosmos of the interior and exterior worlds through scientific photography, micrography, and electronic vision is seen in a book of photographs which provides a unique "world view" of our bodies, earth geography, and innerspace. Winner of the New York Academy of Sciences Children's Science Book Award in 1978.

Milne, Louis, and Milne, Margery. *Gadabouts and Stick-at-Homes: Wild Animals and Their Habitats*. New York: Charles Scribner's Sons, 1980. Grades 6–8.
Some animals make their own houses (beavers, ants) and others simply find them (bats, tree frogs). How? Commonplace creatures such as frogs and monarch butterflies are among the 10 wild things whose behavior and habitation are discussed.

Salvador, Mario. *Building: The Flight against Gravity*. New York: Atheneum Publishers, 1979. Grades 7–12.
What makes buildings stand up? An internationally famous architect and structural engineer has developed an activity-centered approach to teaching this magic to youth.

Sarnoff, Jane, and Ruffins, Reynold. *Space: A Fact and Riddle Book*. New York: Charles Scribner's Sons, 1978. Grades 2–5.
A look at our solar system and the "riddles" it holds for scientists combined with funny riddles, puns, and jokes. Glossary of terms included.

Simon, Seymour. *The Long View into Space*. New York: Crown Publishers, Inc., 1979. Grades 2–4.
A photographic essay which displays photographs of the universe taken through telescopes.

———. *Mirror Magic*. New York: Lothrop, Lee and Shepard Books, 1980. Grades 1–4.
Colored illustrations dominate simple explanations and activities.

Zaslavsky, Claudia. *Count on Your Fingers African Style*. New York: Thomas Y. Crowell Co., 1980. Grades K–3.
Finger-counting may appear magical to East African tourists but actually represents a long-time method of communicating price and quantity still used in some regions.

Zubrowski, Bernie. *A Children's Museum Activity Book: Ball-Point Pens*. Boston: Little, Brown & Co., 1979. Grades 5–7.
A book of child-tested suggestions for using objects such as pens in simple physics experiments; one of a series.

———. *A Children's Museum Activity Book: Bubbles*. Boston: Little, Brown & Co., 1979. Grades 5–7.
A how-to book on making soap bubbles: large bubbles, bubble houses, etc. Also suggests ways to observe bubbles, such as studying the refraction of light in them.

Summer Magic

Bernstein, Margery, and Kobrin, Janet. *The Summer Maker: An Ojibway Indian Myth*. New York: Charles Scribner's Sons, 1977. Grades 2–3.
A "pourquoi" story of how Summer first came into the world. Ojeeg the fisher, Beaver, and Wolverine set out to find Summer. To do so the manitou says, they must first break open the sky. They succeed, but Ojeeg the fisher is unable to return to the world.

Green, Ellin, comp. *Midsummer Magic: A Garland of Stories, Charms and Recipes*. New York: Lothrop, Lee & Shepard Books, 1977. Grades 3–6.
A delightful collection of the folklore of midsummer from many cultures. As legend has it, all magic is especially potent on Midsummer Eve, and it is evident in this book.

Horwitz, Elinor Lander. *When the Sky Is Like Lace*. Philadelphia, PA: J. B. Lippincott Co., 1975. Grades K–2.
Do you know what happens when it's bimulous and the sky is like lace? Otters sing, trees dance, the grass is like gooseberry jam, and there's a special party for anyone who can cook spaghetti and isn't afraid of plum-purple shadows. *The Elementary School Library Collection* (10th ed.), 1976.

Ressner, Philip. *Dudley Pippin's Summer*. New York: Harper & Row Publishers, Inc., 1979. Grades 2–5.
Eleven short stories tell of a young city boy's adventures in the country. Among other things, Dudley has silly dialogs with cows, a witch, an elf, and finds a friend before the end of the summer.

Schick, Eleanor. *One Summer Night*. New York: Greenwillow Books, 1977. Grades K–3.
Sounds made by urban apartment dwellers during a hot night when all windows are open create a chain of neighborhood responses stimulated by Laura who "breathed the summer wind and felt like dancing."

———. *Summer at the Sea*. New York: Greenwillow Books, 1979. Grades 1–3.
A young girl describes her summer at the beach, making new friends (young and old) and enjoying the presence of the sea. In the fall, she dreams of her happy memories.

Wright, Laurence. *City Children, Country Summer*. New York: Charles Scribner's Sons, 1979. Out of print. Grades 8–12.
An account of a group of children from a ghetto in New York who come to live on an Amish farm in Pennsylvania one summer. The clash of different cultures and personalities makes for informative and entertaining reading, as well as providing insights into the diversity of life in America.

Zolotow, Charlotte. *The Summer Night*. New York: Harper & Row Publishers, Inc., 1974. Grades 4–6.
A little girl and her father share a quiet summer evening together, observing fireflies, the moon, and other wonders of the night.

Audiovisual Media

16 mm Films

The Amazing Cosmic Awareness of Duffy Moon. 1976, 32 min., col., sd. Time-Life Films, Multimedia Division, 100 Eisenhower Dr., Paramus, NJ 07652. Grades 3–9.
This film tells what happens when Duffy Moon, an 11-year-old boy who is different from other boys his age due to his "shrimp" size, reads a book that convinces him of his power to become a human dynamo.

The Bird of Prey: The Red Tailed Hawk. 1972, 14 min., col., sd. Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, IL 60611. Grades 3–8.
A look at the endangered red-tailed hawk shows how it is equipped for its environment and why it and other birds of prey must be preserved.

Cabbage and Kings, or the Dancing Princess. 1979, 30 min., col. Sir Reel Films/Barr Films, Box 5667, Pasadena, CA 91107. Grades K–5.
A combination of cel animation and live action dramatization are used to retell the Grimm brothers' tale of "King Thrushbeard" in which a king, upset at his frivolous daughter for mocking her suitors, vows that his daughter will marry the first beggar who calls at the palace. *Booklist,* March 15, 1982, p. 969.

The Clown of God, 1982, 10 min., col. Weston Woods Studios, Inc., 389 Newtown Turnpike, Weston, CT 06883. Grades K–4.
An adaption of Tomie de Paola's book about Giovanni the juggler in Renaissance Italy and the Christmas gift he gave to the Christ child. *Booklist,* October 1, 1982, p. 553,

Dick Whittington and His Cat. 1966, 15 min., col., sd. Sterling Educational Films, 241 E. 34th St., New York, NY 10016. Grades 2–6.
Animated puppets reenact the story of Dick Whittington who, as a penniless orphan, arrived in London to seek his fortune. A wonderful tale of how Dick's investment in kindness to a cat was returned many times over.

Dragon Stew. 1979, 13 min., col., sd. Films Incorporated, 1144 Wilmette Ave., Wilmette, IL 60091. Grades 2–6.
An animated fantasy which takes place in a mythical kingdom ruled by King Chubby, whose meddling kept losing him cooks. Klaus Kinkelspiel, who cannot cook, lands the position of royal cook with a recipe for dragon stew—a dish that does not exist. From the book by Tom McGowen.

Dragoncastle. 1980, 13 min., col., sd. Mobius International, P.O. Box 315, Franklin Lakes, NJ 07417. Grades K–7.
An animated film done with claymation. In this story, a king, against his better judgment, sends a celebrated knight to dispatch a fearsome dragon which lives beneath the castle. *Booklist,* June 15, 1981, p. 1353.

The Exploration of Mars. 1980, 15 min., col., sd. Benchmark Films Inc., 145 Scarborough Rd., Briarcliff Manor, NY 10510. Grades 6–12.
Fascinating combination of simulation and real photographs sent back to earth by robot cameras installed in 2 Viking spacecraft that landed on Mars in 1976 offers an exciting look at this planet.

Harold's Fairy Tale. 1974, 8 min., col., sd. Weston Woods Studios, Inc., 389 Newtown Turnpike, Weston, CT 06883. Grades K–4.
In this film, Harold draws an enchanted garden where nothing grows because of a giant witch. He defeats the witch after a variety of strange experiences.

The Hobbit. 1977, 78 min., col. Xerox Films, 245 Long Hill Rd., Middletown, CT 06457. Grades 4–9.
An animated film of Tolkien's fantasy which brings to life the exciting adventures of Bilbo Baggins and a band of dwarfs who go off to recapture the ancestral treasure from Smaug, the terrible dragon. *Educational Film Locator*, 1980, p. 1293.

Jack and the Beanstalk. 1966, 12 min., col., sd. McGraw-Hill Films, 1220 Avenue of the Americas, New York, NY 10020. Grades 2–6.
This old-time favorite story is told with delightful animated silhouettes.

Man, Monsters and Mysteries. 1973, 25 min., col., sd. Walt Disney Educational Media Co., 500 S. Buena Vista St., Burbank, CA 91521, Grades 4–12.
Nessie, the Loch Ness monster, reveals the existence of ancient legends and writing previously known only to the Scottish highlanders. There are interviews with actual citizens of the area.

Mandy's Grandmother. 1978, 30 min., col., sd. Phoenix Films, 470 Park Ave., South, New York, NY 10016. Grades preschool–3.
Mandy anxiously awaits her grandmother's arrival from England. She is not sure she'll like her or what she'll be like. She is in for a surprise.

Many Moons. 1975, 13 min., col., sd. McGraw-Hill Films, 1220 Avenue of the Americas, New York, NY 10020. Grades 2–6.
Princess Lenore is ill, and she decides that she wants the moon. The king sends for all his court and asks them for the moon for the princess. All the wise men tell the king that the moon is too far away. The jester solves the problem and gives the princess a gold moon on a chain that she can wear around her neck.

Ponies. 1973, 15 min., col. National Film Board of Canada, 1251 Avenue of the Americas, New York, NY 10020. Grades 4–9.
A silent film showing ponies eating, drinking, playing, and in the show ring.

Puss in Boots. 1958, 16 min., b/w, sd. Encyclopedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, IL 60611. Grades K–4.
The well-known fairy tale is told with lifelike puppets. Very well executed.

The Sorcerer's Apprentice. 1971, 14 min., col., sd. Coronet Films, 65 E. South Water St., Chicago, IL 60601. Grades K–4.
Retells the tale of the Sorcerer's Apprentice in a puppet fantasy set to the music of Dukas.

Thumbelina. 1955, 10 min., b/w, sd. McGraw-Hill Films, 1220 Avenue of the Americas, New York, NY 10020. Grades K–3.
An Andersen fairy tale told with silhouettes.

Tom Thumb in King Arthur's Closet. 1966, 19 min., col., sd. Coronet Films, 65 E. South Water St., Chicago, IL 60601. Grades K–4.
The story of Tom Thumb from the day he was born in the heart of a rose until the day he was made a Knight of the Round Table.

The Wizard. 1974, 8 min., col., sd. Films, Inc., 1144 Wilmette Ave., Wilmette, IL 60091. Grades 1–6.
A fairy tale about creativity and imagination. A small-town wizard misapplies his powers by casting spells on his neighbors. He discovers that negative use of imagination and artistic energy leads to rejection and loneliness. Finally he learns that, by channeling his imagination to creative ends, he can be both fulfilled and admired.

The Wizard of Speed and Time. 1979, 3 min., col. Pyramid Film and Video, Box 1048, Santa Monica, CA 90406. Grades 5–12.
A wizard goes on a time- and speed-shattering trip around the world and ends up in a movie studio full of equipment that he brings to life with magic. *Booklist,* May 1, 1981, p. 1023.

Sound Recordings

Adam of the Road. Somers, NY: Live Oak Media, 1980, cassette. Grades 4–8.
Adaptation of the book by Elizabeth Janet Gray in which young Adam Quartermayne is separated from his ministrel father as they travel in medieval England. *Booklist,* October 15, 1981, p. 322.

The Adventures of Robin Hood: How Robin Became an Outlaw. New York: Caedmon Records, Inc., 1972, 33⅓ rpm phonodisc or cassette. Grades 3–12; *The Adventures of Robin Hood: The Outlaw Band of Sherwood Forest.* New York: Caedmon Records, Inc., 1972, 33⅓ rpm phonodisc or cassette. Grades 3–12; *The Adventures of Robin Hood: Robin and His Merry Men.* New York: Caedmon Records, Inc., 1972, 33⅓ rpm phonodisc or cassette. Grades 3–12; *The Adventures of Robin Hood: Robin's Adventures with Little John.* New York: Caedmon Records, Inc., 1972. 33⅓ rpm phonodisc or cassette. Grades 3–12.
These recordings are retellings of some of the stories from Howard Pyle's *Merry Adventures of Robin Hood* about Robin Hood and his adventures with the King's foresters in Sherwood Forest and their practice of robbing the rich to help the poor.

The Chronicles of Narnia: The Horse and His Boy. New York: Caedmon Records, Inc., 1979, 33⅓ rpm phonodisc or cassette. Grades 3–6; *The Chronicles of Narnia: Prince Caspian.* New York: Caedmon Records, Inc., 1979, 33⅓ rpm phonodisc or cassette. Grades 3–6; *The Chronicles of Narnia: The Silver Chair.* New York:

Caedmon Records, Inc., 1979, 33⅓ rpm phonodisc or cassette. Grades 3–6; *The Chronicles of Narnia: The Voyage of the "Dawn Treader."* New York: Caedmon Records, Inc., 1979, 33⅓ rpm phonodisc or cassette. Grades 3–6.
These recordings are a retelling of C.S. Lewis's popular series about the 4 Pevensie children who encounter Eustace and Shasta with the fairy tale inhabitants of Narnia and Aslan, the royal lion.

Hero Tales. Mahwah, NJ: Troll Associates, 1979, 6 cassettes, 20 duplicating masters, and 1 teacher's guide. Grades 5–8.
Includes 6 condensations of classic literature which include *The Prince and the Pauper, King Arthur and His Sword, A Connecticut Yankee in King Arthur's Court, Men of Iron, Song of Roland,* and *Tales of Odin. Booklist,* January 15, 1980, p. 731.

The Hobbit. New York: Caedmon Records, Inc., 1979, 33⅓ rpm phonodisc or cassette. Grades 3–6.
A retelling of Tolkien's adventure of Bilbo Baggins in a land inhabited by dwarfs, elves, goblins, dragons, and humans. Bilbo goes with Gandalf the Wizard to recover the treasure stolen by a dragon.

The Story of Sir Lancelot. New York: Caedmon Records, Inc., 1979, 33⅓ rpm phonodisc or cassette. Grades 5–12.
This recording tells the tale of Sir Lancelot and Lady Elaine the Fair. (OCLC)

The Sword in the Anvil. New York: Caedmon Records, Inc., 1978, 33⅓ rpm phonodisc or cassette. Grades 4–12.
The story of Arthur, son of Pendragon, who removes the sword from the anvil to prove his right to kingship. (OCLC).

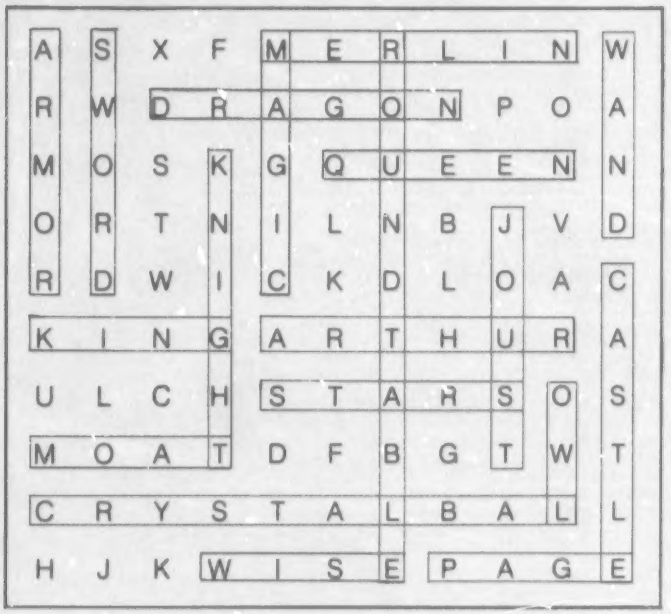
Tales of King Arthur and His Knights. New York: Caedmon Records, Inc., 1979, 33⅓ rpm phonodisc or cassette. Grades 5–12.
A vivid recreation of the knight's encounters with the malevolent Worm of Corbin and the courting of the lovely Lady Elaine. *Booklist,* December 15, 1979, p. 625.

The Thirteen Clocks. New York: Caedmon Records, Inc., 1979, 2 33⅓ phonodiscs or cassettes. Grades 5–12.
Peter Ustinov narrates James Thurber's story of a beautiful princess, a wicked duke, and a brave prince. *Booklist,* July 15, 1981, p. 1457.

ye Beast

Answer Section

Merlin's Magic Word Search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O R T N I L N B J V D
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U L C H S T A H S O S
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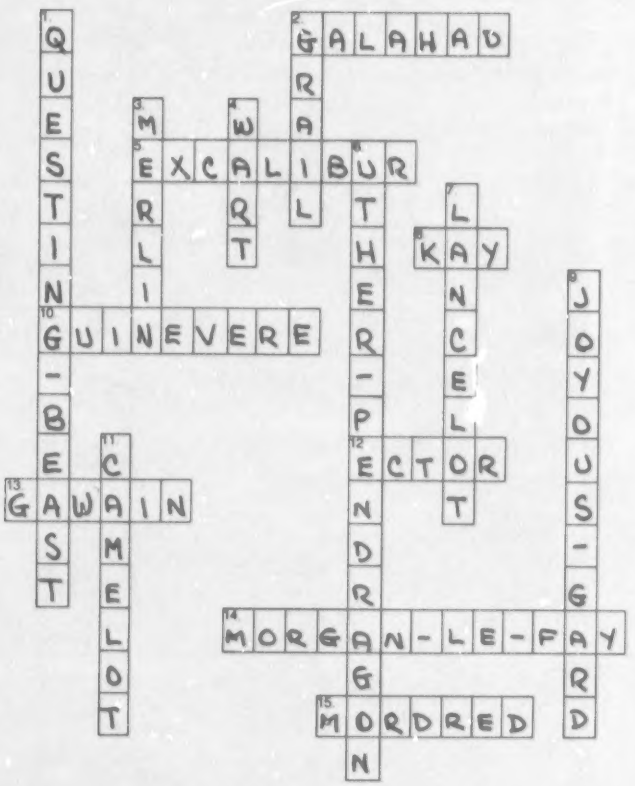
H J K W I S E P A G E

King Arthur and the Knights of the Round Table Crossword Puzzle



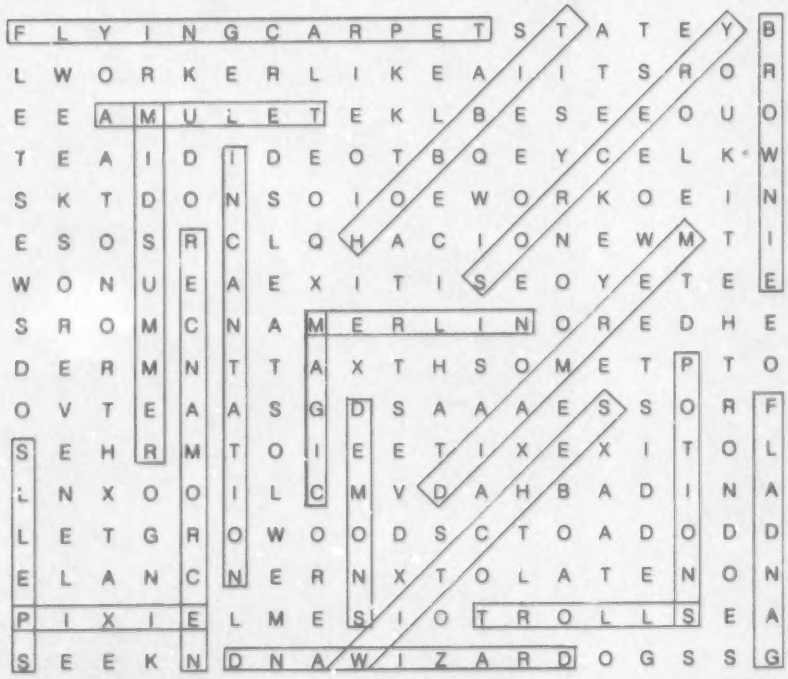
Knightly Adventures

1. CASTLES
2. PRINCESS
3. DRAGON
4. DAMSEL
5. SORCERER
6. MOAT
7. ARMOR
8. SPELL
9. SHIELD
10. SWORD
11. KING
12. KNIGHTS
13. CROSSBOW

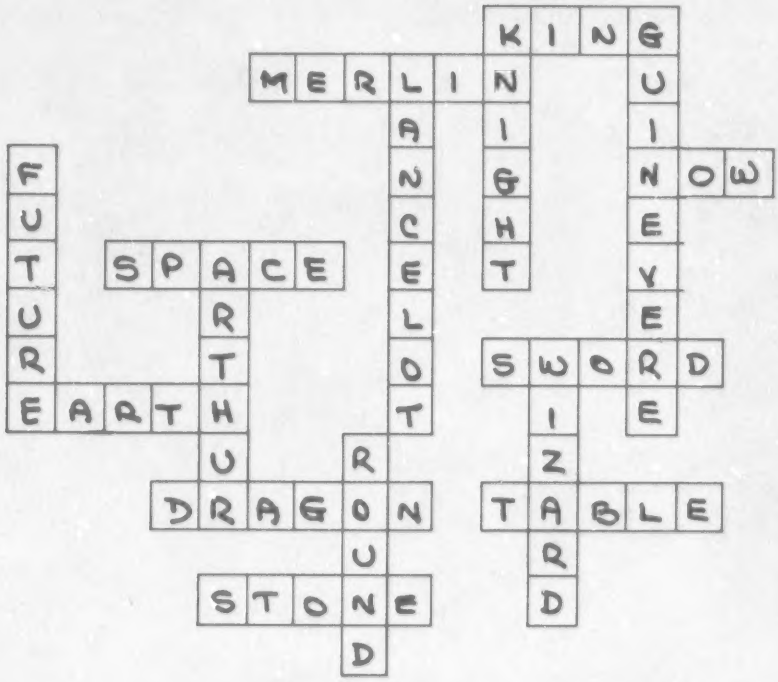
Mixed-Up Places, People, and Things from "King Arthur"

1. LANCELOT
2. ARTHUR
3. TRISTRAM
4. MERLIN
5. DINADAN
6. MORGAN LE FAY
7. CAMELOT
8. GUINEVERE
9. GAWAIN
10. GALAHAD
11. HOLY GRAIL
12. IGRAINE
13. LADY OF THE LAKE
14. PELLINORE
15. MORDRED
16. VIVIEN
17. LUCAN
18. BEDIVERE
19. EXCALIBUR
20. ECTOR
21. SALISBURY
22. ROUND TABLE
23. UTHER
24. BAYONNE
25. GAHERIS
26. GARETH

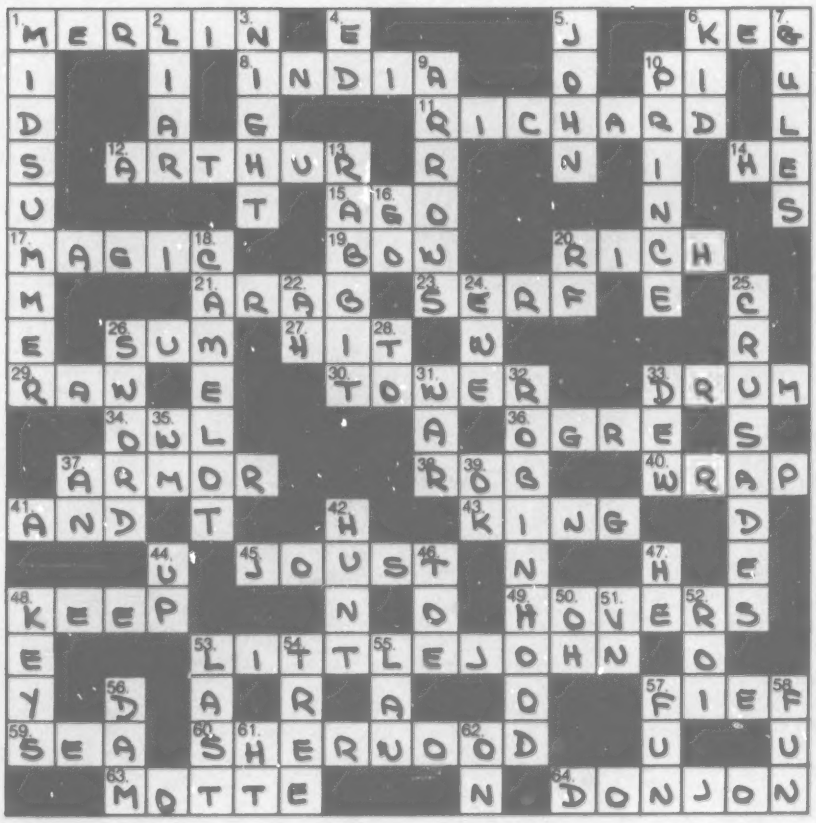
Wizardly Words



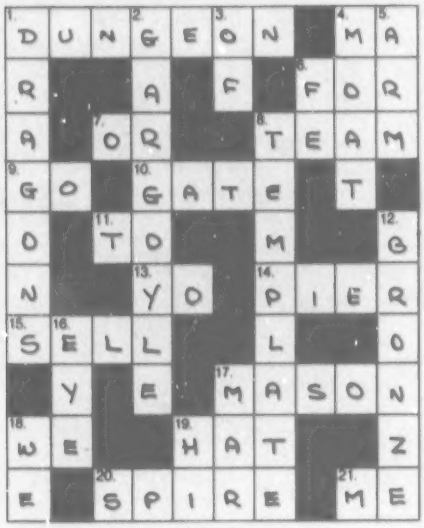
Merlin's Word Game



Middle Ages Crossword Puzzle



Knights Crossword Puzzle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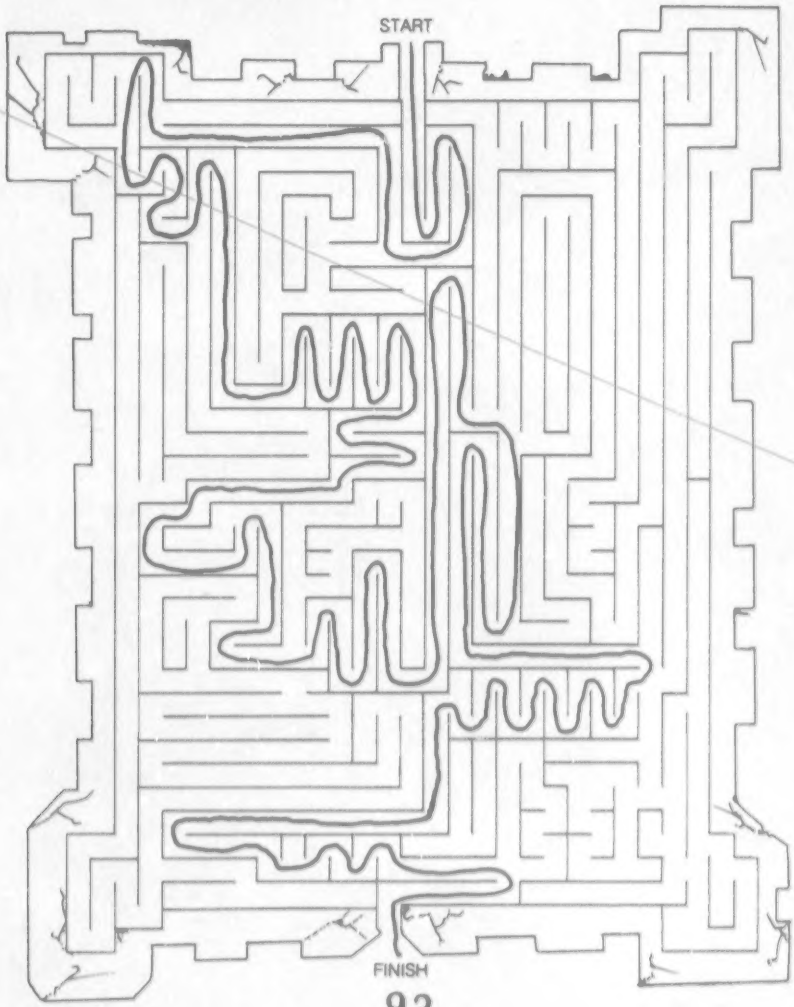
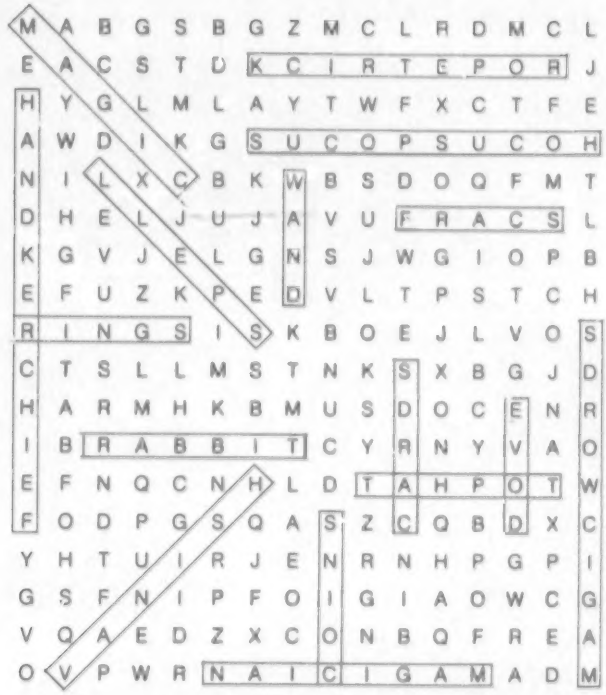
R A 6. F O R
A 7. O R 8. T E A M
9. G O 10. G A T E T
O 11. T O M 12. G
N 13. Y O 14. P I E R
15. S 16. E L L L O
Y E 17. M A S O N
18. W E 19. H A T Z
E 20. S P I R E 21. M E

Castle Maze



Magic Show Puzzle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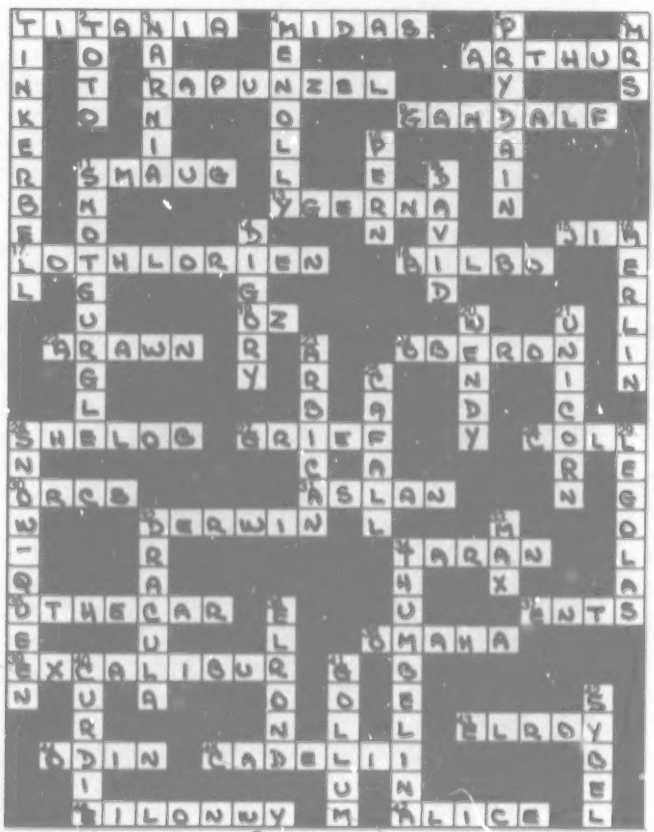
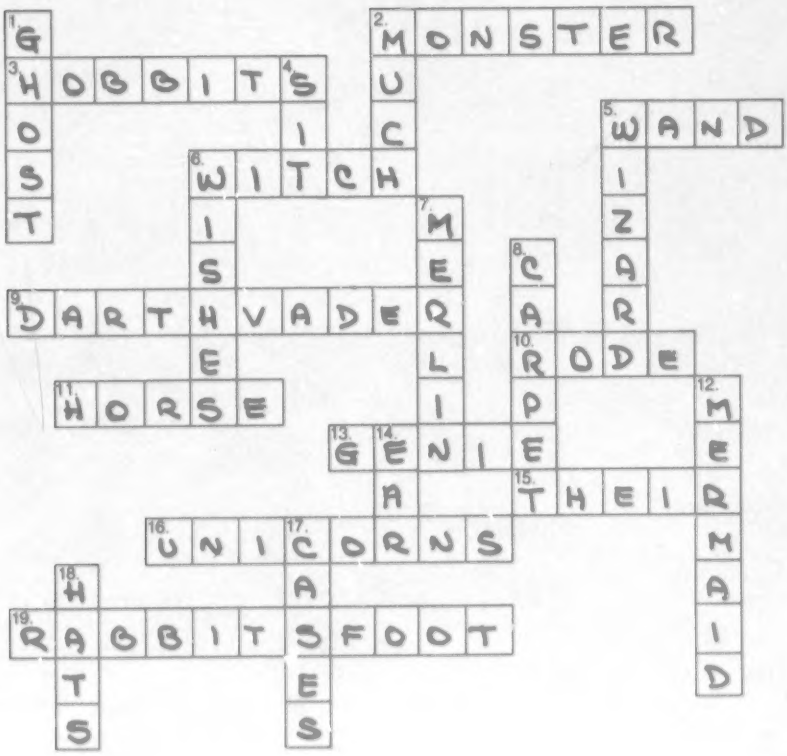
H Y G L M L A Y T W F X C T F E
A W D I K G S U C O P S U C O H
N I L X C B K W B S D O Q F M T
D H E L J U J A V U F R A C S L
K G V J E L G N S J W G I O P B
E F U Z K P E D V L T P S T C H
R I N G S I S K B O E J L V O S
C T S L L M S T N K S X B G J D
H A R M H K B M U S D O C E N R
I B R A B B I T C Y R N Y V A O
E F N Q C N H L D T A H P O T W
F O D P G S Q A S Z C Q B D X C
Y H T U I R J E N R N H P G P I
G S F N I P F O I G I A O W C G
V Q A E D Z X C O N B Q F R E A
O V P W R N A I C I G A M A D M

Merlin's Magical Crossword Puzzle



Magic Word Scramble

spell
witch
magician
sorcerer
alchemist
charm
imp
magic
conjurer
abracadabra
wizard
spirits

Magical Crossword